Test Edition

According to New Curriculum

SOCIAL STUDIES

For Class VII









SINDH TEXTBOOK BOARD

Printed by

Prepared and developed by the Sindh Textbook Board, Jamshoro and approved by the School Education and Literacy Department, Government of Sindh vide letter No. SO (G.I)E & L Curriculum 2014 dated 06-12-2017 for the students of Class VII, Province of Sindh.

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PREFACE

Raising inspirations and attainment in primary and secondary education is umblically linked to motivation required for higher education. The present curriculum not only raises educational standards for all, but it also creates a need for development of institutional capacity and up gradation of resources at school and college level.

Background and Rationale: The National Curriculum 2006 offered a variety of subjects taught at school and college level. The review of curriculum generated a need to reform the existing curriculum and develop a new curriculum. The curriculum of General knowledge and Social studies for Grades I to V include concepts related to history, geography, economics, political science/civic, society and culture, as Pakistan Studies in grades 9-12 (focus on Pakistan). If the National Curriculum 2006 for history and geography for grades 6-8 was followed, there would have no development of concepts in the areas such as economics, political science/civics, society and culture during these three years. The aims of education as outlined in the National Education Policy 2009 can best be met by the teaching of social studies. Given this rationale, the Advisory Committee on Reform of the Curriculum and Textbooks, Government of Sindh, therefore took the decision to develop a new curriculum of social studies for grades 6-8.

Curriculum Development: A group of 20 university and college subject specialists, teacher educators and middle school (grades 6-8) classroom teachers developed the framework and the curriculum based on it. The same was reviewed by a group of 12 experts including classroom teachers who not only appreciated the work done but also improved it by providing constructive feedback which was incorporated in it.

Key Features and Benefits to Students: It helps students to understand the importance of being an active citizen in a democratic country. This curriculum encourages youth to participate in the nation-building activities. It promotes the concept of national integration, volunteerism and develops a sense of community development. This textbook nurtures the young talent through active participation of students in all aspects of learning including skill-development.

Chairman
Sindh Text Book Board

INTRODUCTORY NOTE FOR TEACHERS

The Social Studies Textbook for Class VII has been written in accordance with the Provincial Curriculum 2015. The aim of Social Studies is to develop active and responsible citizens who can be able to participate in the betterment of their society.

Objectives of the Curriculum and Textbook are to:

- Develop knowledge, understanding and application of social studie's concepts.
- Promote observation, communication, decision-making and collaborative skills.
- Develop attitudes of co-operation, tolerance, responsibility and justice.
- Promote love for human beings.
- Recognize importance of living and working peacefully to improve the quality of our own and other's lives.

Children learn best by actively participating (mentally and physically) in learning process. For this reason, each chapter in the textbook has been given its own SLOs, content, pictures/ illustrations and activities to involve students and enable them to understand key messages.

Along with concepts, the textbook helps students to acquire skills and attitudes, which need to be developed through practice. Please look for opportunities such as student participation in school/ classroom management (monitors/ peer mediators) or activities in addition to curriculum that allow students to practice and demonstrate skills and attitudes learnt.

How to Use this Book?

Before you begin:

Please read the textbook carefully. As a teacher, you have your own ideas and know your students best. We encourage you to further develop the ideas and activities mentioned in the textbook based on your experience and the needs of your students.

Activities and Teacher's Notes:

Children learn by engaging in activities that help them to think about what they have learnt in the chapter. For this reason, activities have been included as a part of each chapter. To help you, necessary teacher's notes have been given about the execution of activities.

End of Chapter Exercise:

All children do not learn key concepts and ideas the first time they are introduced to them. For this reason, end of chapter exercise consisting on fill in the blanks, questions and practical activities have been included to revise key concepts in the chapter.

Assessment:

Assessment, that is tests and exams, should be like the end of chapter exercise consisting on various questions and practical activities that test knowledge and variety of skills. These type of questions and activities move away from learning by note, cramming and promote long term understanding of concepts and ideas.

Editor

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Unit 1 FROM ANCIENT TO MODERN WORLD

Introduction to the Unit

In Grade VI, you studied history of South Asia. In Grade VII, the history of Asia is being shared with you. During the middle ages, Asia had become home to some of the most advanced civilizations on the Earth. The following chapters on history take you to the journey of the great civilizations of Asia and will acquaint you with the ancient times when the Mauryans came to India and established their Empire. Later, we discuss the Mauryan and Persian Empires. Lastly, the main events of medieval period and their associated elements are discussed.

CHAPTER :1 THE ANCIENT WORLD: INDIA

SLOs:

- Name the empires that existed in the world between 500 BCE and 500 CE.
- Construct a timeline showing the different dynasties of India from 500 BCE to 500 CE.
- Describe the rise of the Mauryan Empire.
- Explain the causes of the emergence of Buddhism in India.
- Analyze the effect of the religious policy of Ashoka (promotion of Buddhism) on the region.
- Describe the role of Ashoka in the development of Mauryan power and prestige.
- Describe how trade routes expanded during the Mauryan age.
- Describe the social life of the people during the Mauryan rule.
- Identify the contributing factors that brought about the rapid decline to The Mauryan Empire.
- Identify key events and personalities in the Mauryan Empire.
- Identify the defining characteristics of the Gupta Empire.
- Describe the cultural, scientific and mathematical advancements made at the time of the Gupta Empire.
- Trace Alexander's expedition in North West India.
- Locate on a map of the world the land and sea routes through which trade and social contacts were established between India and the rest of the world.

Introduction

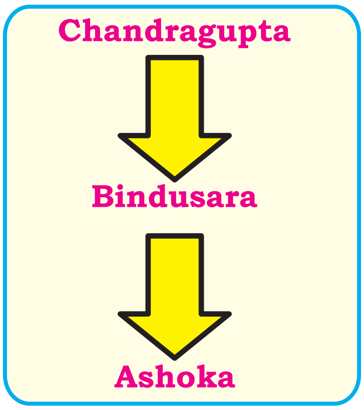
This chapter mainly focuses on rise and fall of the Mauryan Empire. You will be able to learn about the emergence of Buddhism. Furthermore, you will also study about the King Ashoka and his policies. The Gupta Empire and invasions of Alexander the Great are also discussed in this chapter.

The Mauryan Empire

Chandragupta Maurya was born as the first ruler of the Mauryan Empire. The Southern part of the kingdom was located on the Ganges River. It was ruled by the Nanda Family. Chandragupta killed the Nanda king. In this way, he expanded Mauryan Empire. Chandragupta further expanded the empire by conquering small kingdoms of India. Chandragupta was succeeded by his son Bindusara (reigned 298-272 BC). He continued his father's policy of expansion by extending Mauryan power down into central India. Bindusara was followed by his son Ashoka (reigned 272-232 BC). Ashoka proved to be one of the most remarkable and attractive rulers in the history of India, and indeed the whole of world history.

Do You Know?

This is a common belief that Chandra Gupta belonged to Pea cock tamers. Thus, the empire is called Mauryan Empire

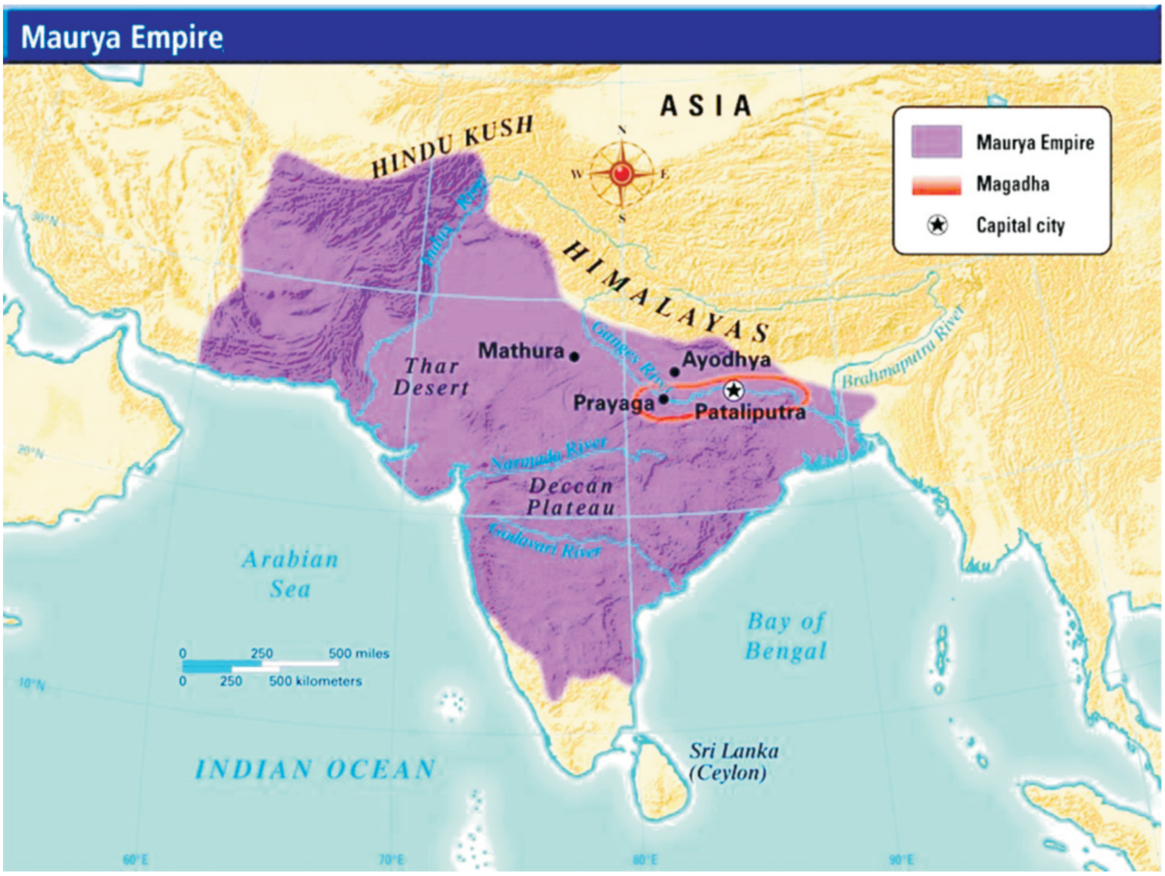




Chandragupta Maurya The Greatest Ruler in the Indian History

Activity

- Look at the online encyclopedia and name the empires that existed in the world between 500BCE and 500 CE.
- Using the encyclopedia, construct a timeline showing the different dynasties of India from 500 BCE to 500 CE.



Map of the Mauryan Empire Source: www.timemaps.com

The map shown above is of the Mauryan Empire in 265 BCE. By the end of the empire's existence, much of India was its part. The Southern tip of the peninsula and the right part of the continent weren't completely part of the dynasty, but they were not complete rivals of the empire. Not all of the expansion was done by Chandragupta, but there were also contributions made by other rulers including Bindusara and Ashoka.

Activity

Work together in pairs and look at the map to locate the land and sea routes through which trade and social contacts were established between India and the rest of the world during this period.

King Ashoka



Ashoka

Ashoka's Welfare Work

- He built roads and many wells for the people.
- He built rest houses for travelers.
- He promoted plantation and planted a number of trees along the sides of roads.
- He arranged for medical treatments of both humans and animals.
- He was the first Empire builder of ancient India.
- He gave the world Dhamma (moral code of conduct) by imbibing the best teaching of all religions present at that time.

Chandraupta's grandson Ashoka proved to be one of the most remarkable rulers in the history of India, and indeed the whole of world history. After a bloody war against Kalinga in Eastern India, Ashoka renounced warfare and converted to Buddhism. He determined that he would reign in peace. He actively promoted the spread of Buddhism and sent missions abroad to Sri Lanka and South East Asia. He also sent missions to the Greek-speaking kingdoms to the West, which had carved up Alexander the Great's conquests between them.

Government and Rulers

Chandragupta was a pioneer of administration in India. Chandragupta relied much on his main adviser, Kautilya who wrote the Arthasastra which was a book of rules to run the Empire. Chandragupta also created a bureaucratic government consisting of many people having various jobs that he would supervise. To keep rule under his control, he divided the empire into four provinces, each with their own royal prince. Provinces were further divided into local districts which were administered on the basis of rules enshrined in the Arthasastra book.

The other two rulers of the Mauryan Empire were Bindusara and Ashoka. Both of these rulers were decedents of Chandragupta, Bindusara being his son and Ashoka being his grandson. While Ashoka was in rule,

the empire was at its hieght. As soon as Ashoka died, the country went out of control and resulted in the fall of the Mauryan Empire.



Chandragupta Maurya



Bindusara

Religion

Ashoka became Emperor in 269 BC and he followed a Hindu King Chandragupta's footsteps. In the beginning, he expanded his Empire through warfare which caused killing of thousands of innocent people. Later, he realized that bloodshed was not necessary for expansion. Eventually, he began to study Buddhism and concluded that his Empire was going to follow the teachings of peace and harmony to all beings and nirvana. Practicing this non-violent and peaceful religion throughout the empire, brought many people under the rule without use of violence. This helped the Mauryan Empire to grow and to reach to the height that it reached as an empire.



Religious temple during Ashoka's time



Indian relief from Amaravati, Guntur. Preserved in Guimet Museum

Culture and Society

The Mauryan society comprised of seven casts namely, philosophers, Farmers, Soldiers, Herdsmen, Artisans, Magistrates and Councilors. Chaturvarna system continued to govern the society. The urban way of life developed and the craftsmen enjoyed a high place in the society. Teaching continued to be the main job of the Brahmans. Buddhist monasteries were developed as important educational institutions. Taxila, Ujjayini and Varanasi were famous educational centers. Technical education was generally provided through guilds, where pupils learnt the crafts from the early age. The joint family system was the norm in the domestic life. A married woman had her own property in the form of bride-gift (stree-dhana). The widows had given respect in the society. All stree-dhana (bride-gift and jewelry) belongs to her. Offences against women were severely dealt with.

Economy and Society

The Mauryan period, particularly during the reign of Ashoka, experienced an extensive period of peace. Peace encouraged prosperity and the government actively promoted agriculture and trade. Trade routes created were secured which made long distance commerce and trading easier. The archaeological record suggests that the standard of living rose during Mauryan rule. Iron tools were widely used and helped the reclamation of land for farming, and led to greater productivity for farmers. Metal coinage became more widespread and promoted trade. Palitpura, the Mauryan capital was a large and impressive city. In addition, religious values were promoted through the process of inscribing on rocks.



Silver punch mark coin of the Maurya Empire, with symbols of wheel and elephant.

Decline of the Mauryan Empire

The death of Ashoka was the beginning of the end of the Mauryan Empire. Independent states that were loosely part of the Empire split and established their independent rule. The main empire that arose from the downfall of the Mauryan Empire was the Andhra Dynasty. The reason that they succeeded among the others was because of its geo-strategic position, which helped it to develop its trade links with Rome and South East Asia.

The Gupta Empire

For about five centuries after the fall of the Mauryan Empire, the Indian people remained under the rule of small city states. Then, a new leader emerged "Chandragupta II" who began to unite India again. Chandragupta II set up his capital in the old kingdom of Magadha. Under the rule of Chandragupta II and his decedents, the Gupta Empire flourished. This period is known as the golden period of history as great advances in art and science were made.

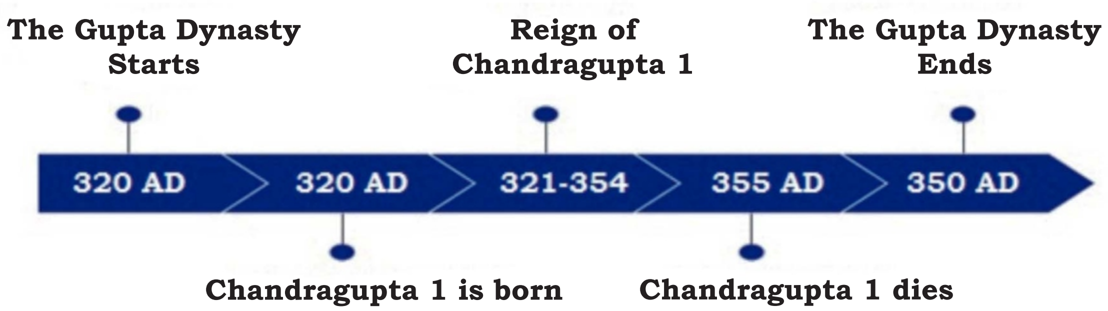
Under the rule of Gupta kings, the people returned to their Hindu roots and Hinduism became the religion of the state. Gupta kings lowered the taxes and encouraged freedom and personal development. As a result, the Gupta Empire became the center of arts, learning, science and technology, astronomy and maths for the region. After the death of Chandragupta II, the Gupta Empire began to fall apart. Later on, the succeeding rulers were not as effective in ruling the government as their predecessors were. As a result, the government became weaker and the Empire was destroyed by the invaders.



Map of Gupta Empire Source: www.google.com.pk

Activity

Just the way you have studied about the Mauryan Empire, search on the internet or encyclopedia with your friends and find the information on The Gupta Empire. Find the information, prepare a poster presentation and share with your class. You may take help from the timeline shared below:



This timeline shows approximate years.
This timeline shows content related to Chandragupta 1.

Thus, it can besaid that the ancient world started from 500 BCE to 500 CE. It observed many rulers and dynasties of which the most famous are the Mauryans and Guptas in Asia. The Mauryan Empire was known for its administrative skills and the rule of Ashok the great. The world has rarely seen such a skilled administrator and warrior. Following Ashok the great, India experienced the rule of the Guptas. The last skilled leader from the Gupta Empire was Chandragupta II. After his demise, there was no one to take care of the land and India experienced attacks of foreign warriors and invaders including Alexander the great.

SUMMARY

In this chapter, you studied about the ancient history from 500 BCE to 500 CE, the rise and fall of the Mauryan Empire, leadership of Ashoka and his administrative skills and the rise and fall of the Gupta Empire.

END OF CHAPTER EXERCISE

Check Your Knowledge And Understanding

Fill in the blanks

i. Chandragupta Maurya founded the Mauryan Empire in ____________ BCE.

ii. Chandragupta Maurya's grandson was _____________.

iii. The Mauryan Empire lasted about _______ years.

iv. Ashoka became king at around ______ BC.

v. Ashoka's Empire included much of ___________________ India.

Answer the following questions

Search in the encyclopedia or on the internet and answer the following:

I. List the social, political, economic and administrative factors that influenced the development of the Mauryan Empire.

Column A: Factors	Column B: Impacts on the development of Mauryan Empire
Social	
Political	
Economic	
Administrative	

II. While using a map, trace Alexander's expedition in North West India.

III. Identify key events and personalities in the Mauryan Empire.

IV. Identify the defining characteristics of the Gupta Empire.

V. Describe the cultural, scientific and mathematical advancements made at the time of the Gupta Empire.

Use Your Inquiry/Investigation Skills

Choose another empire of the same timeline of 500 BCE to 500 CE in any other location for your inquiry. Identify what was the culture, government, religion, architecture, technological innovations, geographical features and writings of that civilization. Prepare a presentation and share with your class.

Cooperate With Others

Working together in groups of four to six students, collect information on the Mauryan Empire and Gupta Empire and share the lessons learnt from the historical events associated with these two Empires.

Teacher's Note

Encourage students to participate in class discussions and work on the given activities and tasks within the class under your supervision. Encourage use of encyclopedia, internet and newspaper. Try to use newspaper in your all classes and try to pick information from there. If the school has resources, the movie on Asoka can also be shown to students to understand the Mauryan civilization.

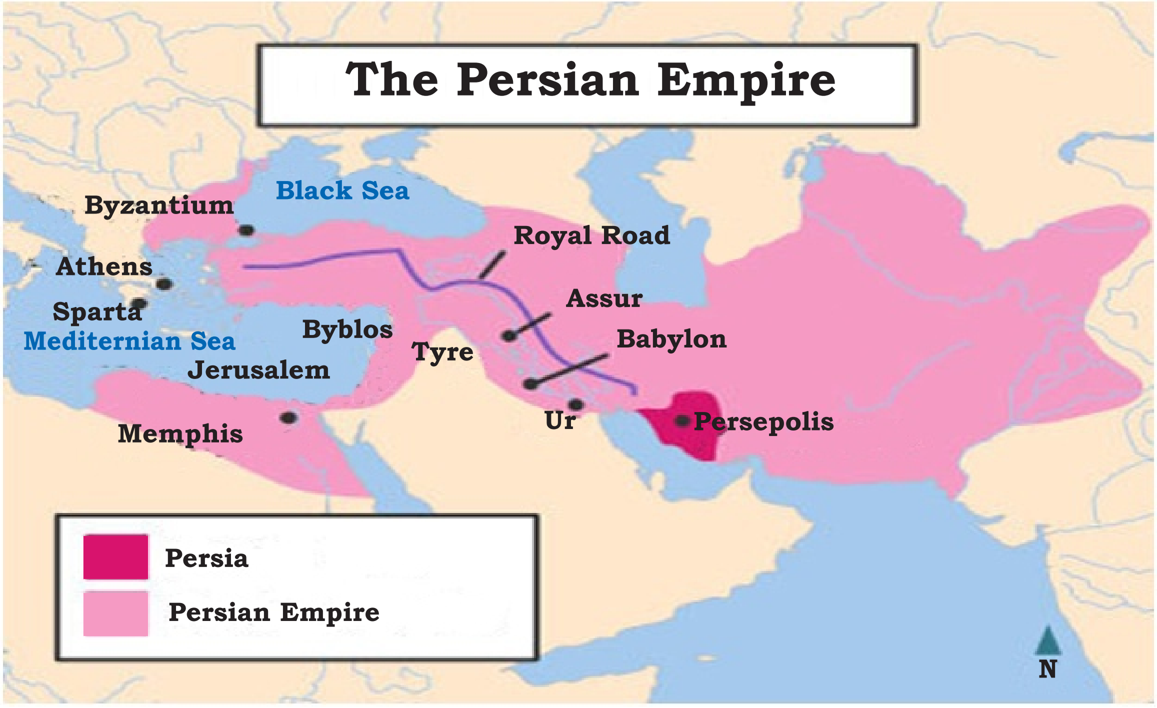
CHAPTER : 2 PERSIA (500 BCE-500 CE)

SLOs:

- On a world map, show the Persian Empire at the time of King Darius the Great (522-485 BCE).
- Describe the achievements of King Darius.
- Identify the territories that were part of the Persian Empire in 500 CE.
- Explain why the Persian Empire was regarded as the largest empire in the ancient world in 500 CE.
- Describe the Impact of the Zoroastrian religion on Persian society.
- Explain the reasons for the Persian Wars.
- List the battles fought between the Persians and the Greeks from 490 to 479 BCE and identify who won the battles.
- State reasons for the rise and fall of Persian Empire
- Describe the achievements of ancient India and Persia
- Describe the influence of the Persian Empire on social, political, cultural and religious life of the people.
- Illustrate on a map the expansion of the Persian Empire.
- Describe how the Persian Empire fared after the death of Alexander the Great.
- Describe how the Parthia Empire was affected by the Greek civilization.
- Describe and illustrate on a map how the Persian Empire remained divided amongst the Roman and Parthian empires.
- Inquire about another civilization (eg. Egyptian, Roman, Greek, Chinese) working together as a group. Present the information in the form of a booklet.
- Identify the effects of the development of empires in ancient times (e.g. more complex institutions of government resulted, empire as dominant form of political organization, increased social stratification).

Introduction

Iran, formerly known as Persia, is situated at the crossroads of Central Asia, South Asia and the Arab states of the Middle East. This strategic position—and its access to the Persian Gulf in the south—have made Iran an important country throughout its history. Much of Iran is cut off from the outside world by a beautiful and lonely landscape. High and rugged mountains create a barrier with Iran's neighbors in the west, and the eastern region is covered by a barren salty desert. In Iran's north, a narrow fertile strip borders the Caspian Sea. In the south, lowlands rim the Persian Gulf and the Gulf of Oman. Most people in Iran live along the edges of a high plateau that runs through the middle of the country.



Map of Persian Empire (550-486 BC)   Source: www.google.com

The Rise of the Persian Empire

In the 6th century BCE, the Persian people of the Ansan tribal kingdom lived under the rule of **Astyages**, of the city and tribal kingdom of Media. Ansan and the other Persian tribes were forced to pay tributes to Media, which they weren't too happy about. The Assyrians employed military force to control a vast empire. In contrast, the Persians based their empire on tolerance and diplomacy. Ancient Persia included what today is Iran.

The Persian Homeland

Indo-Europeans first migrated from Central Europe and Southern Russia to the mountains and plateaus, East of the Fertile Crescent around 1000 B C. This area extended from the Caspian Sea in the North to the Persian Gulf in the South. In addition to fertile farmland, ancient Iran boasted a wealth of minerals. These included copper, lead, gold, silver and other precious stones. A flourishing trade in these minerals put the settlers in contact with their neighbours to the East and the West at first, dozens of tiny kingdoms occupied the region. Eventually, two major powers emerged: the Medes and the Persians.

Cyrus and the Founding of an Empire



King Cyrus

The rest of the world paid little attention to the Persians until 550 B C. In that year, **Cyrus**, Persia's king began to conquer several neighboring kingdoms. Cyrus was a military genius, leading his army from victory to victory between 550 and 539 B C. In time, Cyrus controlled an empire that covered 2,000 miles from the Indus River in the East to Anatolia in the West. Even more than his military genius, Cyrus had extraordinary administrative skills of governance. His kindness toward conquered people revealed a wise and tolerant view of empire. Unlike other conquerors, Cyrus believed in honoring local customs and religions. Instead of destroying the local temple, Cyrus kneeled there to pray. Cyrus also allowed the Jews who were driven from their homeland by the Babylonians, to return to Jerusalem in 538 BC. Under Persian rule, the Jews rebuilt their city and temple. His tolerance for others led him to develop the Charter of Human Rights. Additionally, he did not excuse slavery within his empire. Cyrus was killed as he fought nomadic invaders on the Eastern border of his Empire.

Darius

Cyrus's successor, Darius inherited a large empire. Darius, a noble of the ruling dynasty had begun his career as a member of the king's bodyguard. An elite group of Persian soldiers, the Ten Thousand Immortals, helped Darius to seize the throne around 522 BC. Darius spent the first three years of his reign in putting down revolts. He spent the next few years in establishing a well-organized and efficient administration. Having brought peace and stability to the empire, Darius turned his attention to conquest. He led his armies Eastward into the mountains of present-day Afghanistan and then down into the river valleys of India. The immense Persian Empire now extended over 2,500 miles, embracing Egypt and Anatolia in the West, part of India in the East, and the Fertile Crescent in the center. Darius's only failure was his inability to conquer Greece.



Sculpted figure bring gifts to Darius. The relief sculpture located in the ancient Persian,capital of Persepolis, dates from around the sixth century BC.

Provinces and Satraps

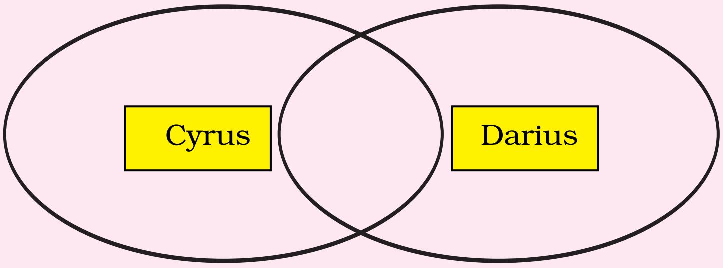
Although, Darius was a great warrior, thoug his real genius was in administration. To govern his extensive empire, Darius divided it into 20 provinces. These provinces were roughly similar to the homelands of the different groups of people who lived within the Persian Empire. Under Persian rule, the people of each province still practiced their own religion. They also spoke their own language and followed many of their own laws. This administrative policy of nationalities living by their own laws within one empire was repeatedly practiced in Southwest Asia. Because of tolerance of the many groups within his empire, Darius ruled with absolute power. In each province, Darius installed a governor called a satrap, who ruled locally. Darius also appointed a military leader and a tax collector for each province. To ensure the loyalty of these officials, Darius sent out inspectors known as the "King's Eyes and Ears."

Two other tools helped Darius to hold together his empire. An excellent system of roads allowed Darius to communicate quickly with the most distant parts of the empire. The famous Royal Road for example, ran from Susa in Persia to Sardis in Anatolia, which covered a distance of 1,677 miles. Darius borrowed the second tool i.e manufacturing metal coins from the Lydians of Asia Minor. For the first time, coins of a standard value circulated throughout an extended empire. People no longer had to weigh and measure odd pieces of gold or silver to pay for what they bought. The network of roads and the wide use of standardized coins promoted trade. In turn, trade helped to hold together the empire.

Activity

Comparing and Contrasting:

Use following diagram to identify the similarities and differences between Cyrus and Darius.



Activity

On the map given below:

- Show the Persian Empire at the time of King Darius the Great (522-485 BCE).
- Identify the territories that were part of the Persian Empire in 500 CE.
- Illustrate on a map the expansion of the Persian Empire.



Map of the Persian Empire Source: www.google.com.pk

The Royal Road

One of the ways in which societies build and maintain empires is by establishing system of communication and transportation. The Royal Road built by the rulers of the Persian Empire connected Susa in Persia to Sardis in Anatolia.



The Road
The road was 1,677 miles in length. There were 111 posts or relay.
Stations spaced about 15 miles apart along the road. Other roads branched off the main road to distant parts of the empire.

The Ride
Relay stations were equipped with fresh horses for the king's messengers. Royal messengers could cover the length of the Royal Road in seven days. Normal travel time along the road was longer. A caravan, for example, might take three months to travel the whole distance.

Patterns of Interaction
Building Empires: The Rise of the Persians and the Inca
Strong road networks like the Royal Road enabled empires to expand and maintain control over people and places. Like the Persians, the Inca of South America created a road system thousands of miles long. These roads allowed the Inca to extend their rule over as many as 16 million people. Empires throughout history have shared characteristics such as efficient communication systems, effective leaders, and powerful armies.

Map of the Persian Royal Road Source: www.google.com.pk

Activity

- How would the Royal Road enable a ruler to maintain power in the empire?
- What system of communication and transportation of today might be compared to the Royal Road of the Persians?

The Persian Legacy

By the time of Darius's rule, about 2,500 years had passed since the first Sumerian city-state was built. During those years, people of the Fertile Crescent suffered war, conquest and famine. These events gave rise to a basic question: Why should so much suffering and chaos exist in the world? A Persian prophet named Zoroaster, who lived around 600 B C, offered an answer.

Zoroaster's Teachings

Zoroaster taught that the earth is a battleground where a great struggle is fought between the spirit of good and the spirit of evil. Zoroaster preached that each person is expected to take part in this struggle. The Zoroastrian religion teaches a belief in one god, Ahura Mazda. At the end of time, Ahura Mazda will judge everyone according to how well he or she fought the battle for good.

After the Muslim conquest of Persia in the A.D 600s, the Zoroastrian religion declined. Some groups carried the faith Eastward to India. Today, modern Zoroastrians continue to observe the traditions of religion in several countries including Iran and India, where its followers are called Parsis.

Political Order

Through their tolerance and good government, the Persians brought political order to Southwest Asia. They preserved ideas from earlier civilizations and found new ways to live and rule. Their respect for other cultures helped to preserve those cultures for the future. The powerful dynasty established by Cyrus in Persia lasted for 200 years and grew into a huge empire.

Decline and fall (464-330 B.C.E)

- After the death of Xerxes (486-464 B.C.E.), the Persian Empire lacked that strong hand. As a result, various problems developed that fed back upon one another and led to Persia's decline and fall. For one thing, weak rulers led to numerous provincial revolts especially in Egypt, which always had detested Persian rule.
- Secondly, the provincial satraps also became more independent. They ruled their satrapies more as kings than as the king's loyal subjects. They even carried on their own foreign policies and waged war with each other, which only added to Persia's problems.

- Revolts and unruly satraps caused serious economic problems for the empire. Persian taxes became heavier and more oppressive, which led to economic depression and revolts.
- The Persian kings also started hoarding gold and silver rather than re-circulating it. This created economic turmoil without enough gold and silver for doing business. As a result of this economic turmoil, the Persian kings got weaker, which led into the problem of revolts and powerful satraps and so on.
- Around 400 B C E , Cyrus the Younger, a royal prince, rebelled against his brother and king Artaxerxes. Although Cyrus was killed in battle, his force consisted of 10,000 Greek mercenaries survived only to find themselves stranded in the heart of Persia. This exploit known as the "March of the Ten Thousand," exposed the weakness of the Persian Empire.
- The invasion of Alexander the Great in a remarkably short time and with a small army concluded the fall of the Persian Empire.

Hence, it can be concluded that Cyrus II, often called Cyrus the Great, started the Persian Empire. His son (Cambyses II) and Cambyses' replacement (Darius the Great) pushed the borders of the empire into Egypt, India and Turkey. After death of Darius in 486 BCE, the empire began to fall into decline. Darius' son and successor, Xerxes, had the non-enviable task of quelling the many rebellions that broke out across the empire upon Darius' death and a brief succession crisis that followed. To rebuild the reputation of the empire, Xerxes first captured several Greek colonies in Asia Minor, then invaded the Greek Peloponnesian Islands. His invasion had the undesired effect of unifying the quarreling Greek city-states into a single and powerful military. As a result, the Persian navy was nearly destroyed.

SUMMARY

In this chapter, you studied about the rise of the Persian Empire, the leadership of Cyrus and Darius, the administrative, political and economic strategies of the Persian Empire that made them significant in the world, the importance of the Royal Road, the legacy of the Persian Empire, the rise of Zoroastrianism as a religion in Persia and the decline of the Persian Empire.

END OF CHAPTER EXERCISE

Check Your Knowledge and Understanding

Fill in the blanks

i. The Persian Empire was founded in the year ________________.
ii. The famous road made by Darius is known as ________________.
iii. The religion that gave the answers of the questions which people have for their problems was ________________.
iv. Ansan tribal kingdom lived under the rule of another Iranian ruler named ____________.

Answer the following questions

I. Search on the internet or encyclopedia and list the battles fought between the Persians and the Greeks from 490 to 479 BCE and identify who won the battles.
II. How did Cyrus treat the people he conquered?
III. What methods and tools did Darius use to hold together his empire?

Use Your Inquiry/Investigation Skills

- Search in the library, newspaper, encyclopedia, atlas or internet and find out information that describes the following aspects of the Persian Empire. Prepare a 3-D poster and present it to your school library or reading corner.
  - Influence of the Persian Empire on social, political, cultural and religious life of the people.
  - How the Persian Empire fared after the death of Alexander the Great.
  - How the Parsian Empire was affected by the Greek civilization.

Cooperate With Others

- Working together in groups of four to six students, inquire about another civilization (eg. Egyptian, Roman, Greek, Chinese). Present the information in the form of a booklet.

Teachers' Note

Encourage students to explore the recent Iran through newspaper, TV, internet or through friends who have visited. Let them share its policies, practices and culture with each other. Ask them to compare the current Iran with the Persian civilization.

CHAPTER : 3 TRANSITION TO THE MODERN WORLD (MEDIEVAL HISTORY) (500 CE-1400 CE)

SLOs:

- Identify the consequences of the fall of the Western Roman Empire. (E.g. the Dark Ages, expansion of Arab Islamic Culture).
- Define evolution of feudalism.
- Define features of feudalism.
- Describe how the responsibilities of the nobility differed from those of clergy and the peasantry during middle ages.
- Describe and locate on a map the Arab conquests in the Middle East, North Africa, Europe and India and southern Europe in the Seventh and eighth centuries.
- Identify Islamic achievements from the 7th to 15th centuries (eg. Arabic numbers).
- Describe the contributions of Ibn Sina (Avicenna) to medicine, philosophy, astronomy and mathematics.
- Describe the contribution of Muslim artists, architects and builders.
- Describe how the Islamic achievements influenced other societies. (E.g. artistic, literacy, intellectual, scientific, religious).
- Give the meaning of the word "Crusades".
- Identify the motivations for the Crusades.
- On a timeline show the battles fought during the crusades.
- Describe the effects of the Crusades.
- Inquire to identify two major events in Europe, Africa, Asia and the Americas between the fifth to fifteenth centuries.
- Give examples of major achievements in the field of art, architecture, literature, and science between the fifth to fifteenth centuries.
- Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India and Europe from the fourteenth to sixteenth Centuries.

Introduction

In this chapter, it has been argued that the decline of European civilization paved the way for Muslim civilization. In this chapter, the expansion of Islamic civilization is discussed in detail.

The Medieval Ages

The Medieval Ages refers to a time in European history from 400-1500 AD. It occurred between the fall of the Roman Empire and the Renaissance. Historians usually divide the Medieval Ages into three smaller periods called the Early Medieval Ages, the High Medieval Ages and the Late Medieval Ages. During the medieval time, people in Europe were fighting against the Islamic Empire to take back the Eastern

Mediterranean (especially Jerusalem) for the Christian religion. These wars were called the Crusades.

The medieval age was defined by a Feudal system in Europe. This system consisted of kings, lords, knights, vassals and peasants. The people who were part of the church played an important part also. The Feudal system was the law of the land and the way that the landlords maintained control over the farmers and peasants. The landlords provided protection to the framers. In exchange, peasants worked for them. The kings and lords lived in castles and were attended to by their personal servants called vassals. The soldiers that fought for the king and lords were called knights. When conflict arose, the peasants left their fields and villages and came into the safety of the castle walls. The church had a great influence over the people. The peasants believed that the harder they worked, the more of their money they gave to the church, and the more they served the church. By the early 1300s, Europe suffered from both war and disease. The wars were made much worsend by the "Black Death", a bubonic plague. It spread along the Silk Road from China to Europe, killing millions of people caused the collapse of the Mongol Empire. By the 1400s, after the plague, Europe looked very different. The wars were over and medieval period came to an end.



Art and Literature



Social Classes

Activity

1. Find book in your library on "World History" or encyclopedia or search on internet and identify the consequences of the fall of the Western Roman Empire. (E.g. the Dark Ages, expansion of Arab Islamic Culture).
2. Define evolution of feudalism, features of feudalism and how the responsibilities of the nobility differed from those of clergy and the peasantry during middle ages.
3. Once you have found the required information, prepare a soft board presentation and share with your school.

The Rise of Islamic Culture in Western Europe

Islam began to spread in Arabia by Prophet Muhammad (Peace be Upon Him) and was later forwarded to all the corners of the world by the four pious caliphs and other religious leaders. The spread of Islam in Western Europe was done during the time of caliphs. Gradually, there became an Islamic World in Western Europe and Asia. Islamic world was not a single state in the Medieval Ages, but the different countries which formed it, had many things in common:

- It was united – the Umma was the community of all Muslim believers and shared a commitment to Islam.
- Religion and government was much more closely connected in the Muslim states than in feudal Europe. The Ulema, the experts in Sharia law were important religious scholars who advised the caliph, the leader of the Umma. Until the 9th century, the caliph was the religious and political leader of all Muslims. Later on, military leaders known as Amirs or sultans dominated the caliphs, but the caliphs kept their spiritual role.

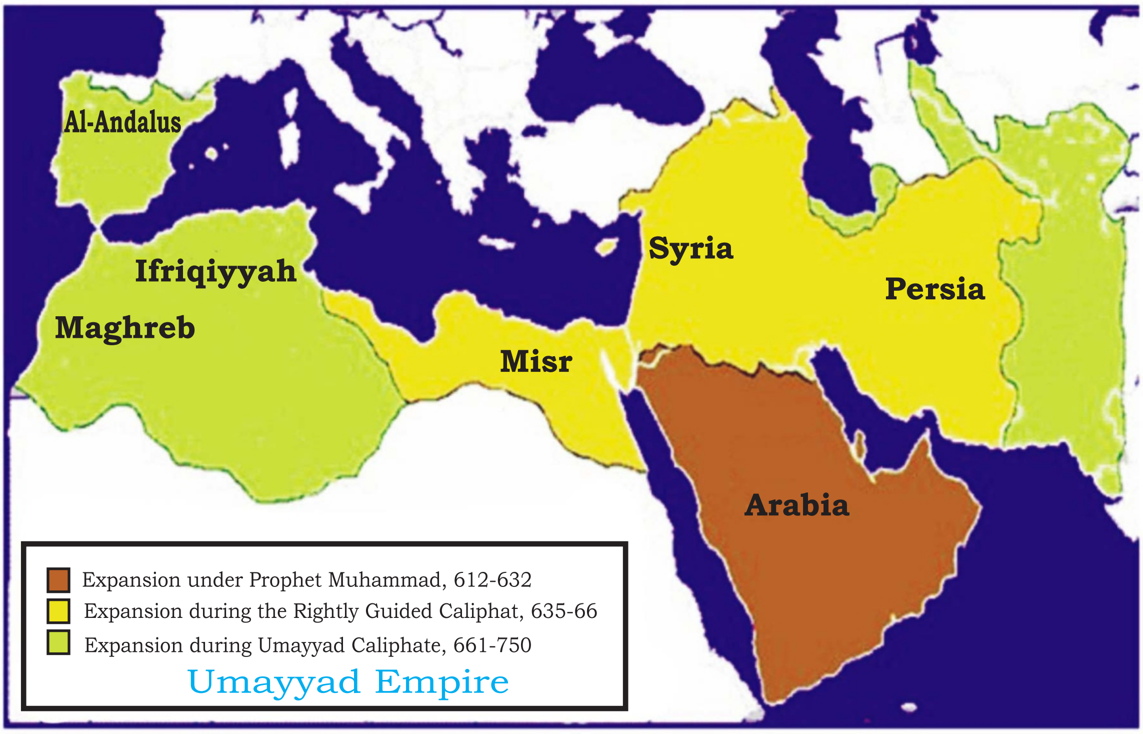
The Islamic world - a larger and more advanced Civilisation

It was created by the Arab conquests of the 7th and 8th centuries. From the 11th to the 16th centuries, thousands of Turks and Mongols migrated across the vast plains of Central Asia into the Middle East. They also adopted Islam. It spread from India to Spain. Muslim traders travelled to places such as the Sahara, South Africa, China, Scandinavia and Russia. Muslims traded high-quality goods such as silk, carpets, ivory and spices. Knowledge of science and medicine in the Islamic world was far more sophisticated than in Western Europe. Cordoba in Muslim Spain was a city of over half a million inhabitants with the facilities of street lighting and running water.

The Umayyad Succession

Hazrat Amir Muawiyah (RA) became the caliph of the Islamic world. From 661 until 750 AD, Islam was spread by the descendants of Muawiyah known as Umayyads. Under the guidance of the Umayyads',

expansion of Muslim Empire started throughout the world. The Umayyad armies went to East for expansion in China as well as in Spain. Islam quickly became one of the largest and most powerful religion on the Earth. Nevertheless, the Muslims faced the bitter opposition from various religious groups.



Map of the Ummayyad Dynasty Source: www.google.com.pk

The Abbasids and Islamic Civilisation

There were religious groups that worked against the Sunni Umayyad leaders. The opposition of Ummayads was further increased due to their attitude towards non-Arab Muslims. These non-Arabs were considered second class citizens and paid higher taxes and had fewer rights. In 747 A.D, the religious groups and non-Arab Muslims gathered together and found an army under the leadership of Abu-al-Abbas. After defeating the Umayyads, Abbas established himself as a caliph. He and his descendants ruled until 1258 A.D. They became known as the Abbasids Dynasty. Abbas built a new city and the second leader of Abbasid dynasty laid the foundation of Baghdad which grew to become one of the wealthiest cities of the region. By 900 A.D, over one million people lived and worked in Baghdad.



Map of the Abbasid Dynasty Source: www.google.com.pk

Activity

By using the world map, identify and locate the Arab conquests in the Middle East, North Africa, Europe and India and Southern Europe during the Seventh and Eighth Centuries.

The Ottoman Empire and its Expansion

Islam was founded by the Prophet Muhammad (P.B.U.H). At the time of His death in 632 A.D, Islam became the religion of majority of people in Arabia. By 732 A.D, the Islamic empire expanded its territories from the borders of India, through Persia and the Middle East, along the North coast of Africa, and Spain. In the 11th century, the Seljuk Turks advanced further. They defeated the Byzantine army in the Battle of Manzikert (1071 A.D) and gradually conquered Asia Minor, which is

modern-day Turkey. In the 14th century, a Turkish chieftain, Osman (1326 A.D) founded the Ottoman Turkish Empire. In the 1350s, the Turks invaded Europe. They won the Battle of Kosovo (1389 A.D) and gradually conquered the Balkans up to the borders of Hungary. In 1453 A.D, they captured Constantinople, the capital of the Byzantine Empire. The Ottoman Empire expanded as rapidly as the Turks believed in a prophecy called Osman's dream, which grew until it covered the whole world. This gave them confidence that they would win a world- wide empire. The Ottoman armies had two sections:

- Ghazis – skilled horsemen, lightly armed, fearless and brave.
- Janissaries – slaves from conquered countries, loyal, disciplined and well-trained.

Do You Know?

The killing of thousands of people by plague disease is known as the event of Black Death in history.

The Ottoman Empire had huge resources. It attacked smaller states which had been weakened by the Black Death (1347-1348 A.D).The Ottoman Empire lasted till the beginning of the First World War.



The Map of the Ottoman Empire Source: www.google.com.pk

The Government of the Ottoman Empire



The Government of the Ottoman Empire

Key government roles in the Ottoman Empire included:

- The sultan - head of the government, with a court and a council of ministers called 'Divan'. The Ottoman sultan had absolute power. Unlike the English king, the Ottoman sultan had absolute power. All laws and decisions were made by him.
- The sultan also claimed to be a caliph and successor to the Prophet Muhammad (P.B.U.H). By virtue of being a successor to Prophet, he declared himself a religious leader of all Muslim community.
- An efficient civil service ran the administration headed by the chief minister called the Grand Vizier, along with other ministers and scribes.
- The Ulema were the religious scholars who were experts in the Sharia law. Religion played an important role in the Ottoman government – the lawyers were religious teachers who taught Shariah Law.
- The non-Muslim communities in the Ottoman Empire were called 'millets'. They enjoyed freedom to express and to profess religion. There was a religious tolerance in the ottoman Empire.

Conflicts in the Islamic World

1. The Crusades (wars between Muslims and Christians) were important wars in the history of the Islamic world.
2. The fall of Constantinople led to an influx of refugees into the rest of Europe.
3. After 1040 A.D, Seljuk Turks from Central Asia invaded and conquered the Eastern parts of the Islamic world.
4. After 1065 A.D, groups of nomadic Turks began to invade and settle in the Byzantine Empire in search of better grazing lands for their animals.
5. From the 1220s onwards, Pagan Mongols from Central Asia invaded and conquered the Eastern Islamic world. They destroyed agriculture, urban centers and slaughtered many inhabitants.
6. After 1350 A.D, the Ottoman Turks invaded Europe and conquered the Balkans. In 1453 A.D, they captured Constantinople, the capital of the Byzantine Empire.
7. By the end of the 11th Century, Spanish Christians gradually reconquered Spain and captured Granada, Which was the last Muslim state on Spanish soil in 1492 A.D.

Movement and Settlement in the Islamic World

The Islamic world experienced huge migrations of people:

- The Seljuk invasions from Central Asia in the 11th and 12th Centuries.
- The Mongol invasions from Central Asia in the 13th Century.
- Medieval Muslim traders and warriors settled over a vast area of the globe and took their religion with them.
- Muslim Arab traders and warriors set up trading posts and settlements throughout the Sahara, down the East coast of Africa, into India and even in South-East Asia.
- After the conversion to Islam, Mongols established a number of Muslim states in Iran, Central Asia and Russia. The Mongol state in Russia was called the Golden Horde.
- The Ghazi military commanders who conquered Eastern Europe after 1350 A.D were given land there as a reward.



Key

- Trade Routes
- Golden Horde
- Ilkhan Empire
- Diagatai Empire
- Sultanate of Delhi
- Khanaty of Sibir
- Empire of Kublai Khan
- Song Empire

Map of Migrations during the Ottoman Empire Source: www.google.com

Economy and trade in the Islamic world

The Muslim economy much improved and became sophisticated than the economy of Western Europe:

- Muslim traders travelled as far as South Africa, China and Russia.
- They traded in fine quality goods like such as cotton, carpets, paper, ivory and spices.
- Hoards of medieval Muslim coins with Arabic writing on them have been discovered by archaeologists in Sweden.



Economy and Trade during the Ottoman Empire

Science, medicine and everyday life in the Islamic world

The Islamic world was much advanced than the Western world in the Medieval Ages.

> **Activity**
> Make a poster presentation on the contribution of Muslim scientists in the art, science and literature in the world. Paste on your school soft board.



Muslim Scientists

Science	Ibn Sina (Avicenna)
• Muslim scholars were able to benefit from the books largely written by Greek, Persian, Roman, Indian and Chinese writers. • **Al-Mamun** established a centre for translating the books from all these countries into Arabic. Later on, in 11th Century in Toledo Spain, these Arabic versions were again translated into Latin in order to circulate in all over the Christian Europe. • **Al-Khwarazmi** discovered the number zero. The numbers (1, 2, 3, 4) used in the Arab world were much easier to use as compared to Roman numerals (I, II, III, IV). • **Ibrahim Al-Fazari** invented a device known as the astrolabe for navigation. • The Muslims knew a lot about astronomy. Over a hundred stars in the sky have Arabic names.	• He was the most famous physician, philosopher, mathematician and astronomer of his time. His major contribution to medical science was his famous book Qanun fi-al-Tibb. His philosophical contribution is Kitab al-Shifa. • Ibn Sina also contributed to Mathematics, Physics, Music and other fields. • Muslim towns had hospitals with isolation units for contagious illnesses. • Muslim doctors did post-mortems and human dissection. They noticed 400 years before the West that blood circulated round the body. • Doctors had to pass an examination. • Muslim surgeons anesthetized patients with cannabis and opium, used mercury and alcohol as antiseptics, and had rules about hygiene. • There were female doctors and nurses. • Wounded crusaders preferred to go to a Muslim doctor than a Christian one because they were more knowledgeable.

Islamic Influence on Western Europe

The Islamic empire had a huge impact on the development of medieval Western Europe. It is possible to argue that the Islamic world provided the foundations for following developments in Western Civilisation:

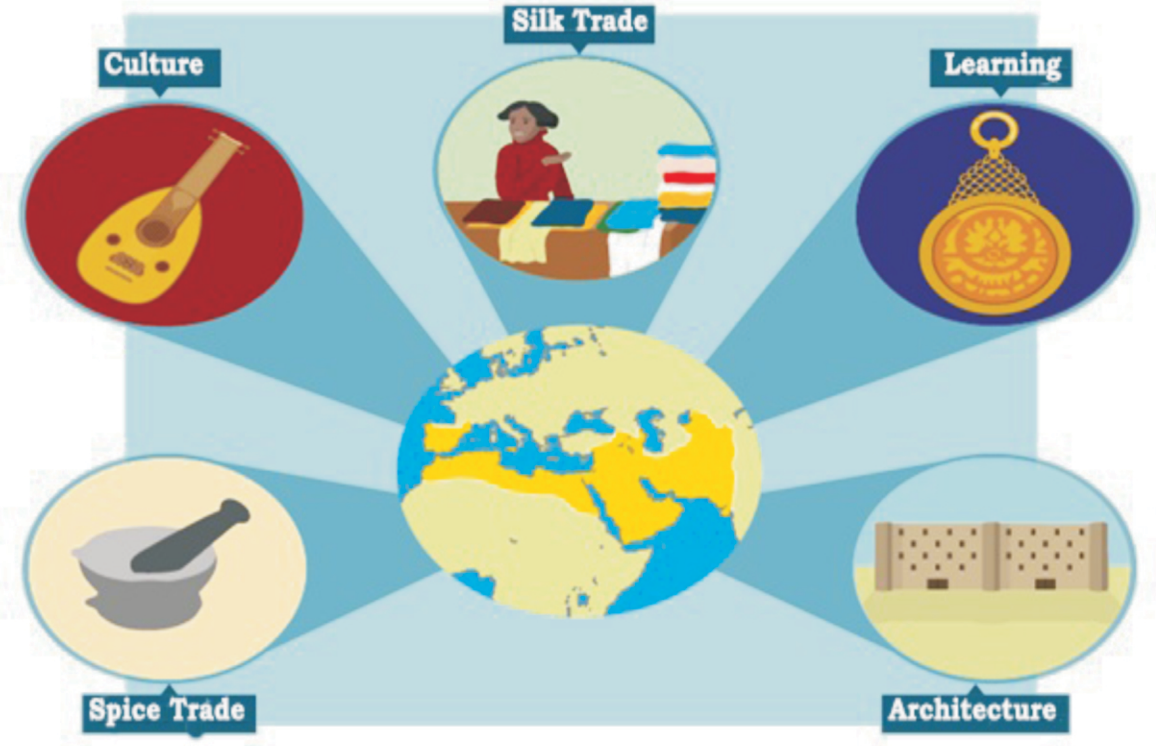
Knowledge: Western Europeans incorporated Muslim ideas on mathematics, science, medicine and astronomy into their own thinking and practices.

Medicine: The first hospital in Paris was founded by Louis IX after he came back from Crusade in 1260 A.D.

Culture: Many Western musical instruments were copied from Muslim instruments including the lute, the guitar and the violin

Trade: European noblemen bought goods that Muslim's traded in silk, spices and other things as the height of fashion. Western sailors adopted devices that had been refined by Arabs, e. g the astrolabe, which aided navigation and the triangular sail, which increased ship movements. Without these instruments, Columbus would never have reached America.

Architecture: The pointed arch from Muslim mosques was copied in western Gothic architecture. Western castle designers adopted the idea of concentric castles with layers of walls from Muslim castles which they had seen on Crusade.



Major trading items during the Ottoman Empire

It can be said there have been many reasons that brought the Medieval Ages to its decline. Many modern historians avoided using specific events and dates to mark the end of the Medieval Ages due to major differences that existed between different parts of Europe in the 15^{th} century. In fact, the transition from the medieval era to the early modern period took place gradually and different parts of Europe went through the transitions at different paces. That could be a reason for avoiding the use of end date for middle ages.

SUMMARY

In this chapter, you studied about the Medieval Ages, causes of the fall of the Roman Empire, the expansion of Islam in Western Europe. You have also studied about the Umayyad's and Abbasids' contribution in the expansion of Islam. The contribution of Muslims scientists in the field of architecture, science and arts have been highlighted in the different sections of chapter.

END OF CHAPTER EXERCISE

Check Your Knowledge And Understanding

Fill in the blanks

i. The Middle Ages dates from ________________ to ______________.
ii. Dark Age is referred to ________________.
iii. Crusades mean ______________________.
iv. Feudal system refers to _________________.
v. Plague is a disease that brought ______________ to Europe.

Answer the following Questions

Search on the internet or encyclopedia and answer the following questions:

I. List the battles fought between the Muslims and Christians under the title of Crusades.
II. How did the Umayyad rulers spread Islam?
III. What were the factors due to which the Abbasid dynasty came to an end?
IV. What factors made the Ottoman Empire flourish and spread over half of Europe?

Use Your Inquiry/Investigation Skills

- Search in the library or on internet and find out information on the two major events in Europe and Africa, Asia and America between the fifth to fifteenth centuries. Prepare a flip chart and present it to your school library or reading corner.

Cooperate With Others

- Working together in groups of four to six students, inquire about achievements in art, architecture, literature and science in countries in Europe, Africa, Asia and the Americas between the fifth to fifteenth centuries. Share information with members of your group and discuss about the factors of decline in Muslim Science and Arts.

- Working together in groups of four to six students, inquire about at least two more empires other than Persia in the world that flourished during the same time and prepare 3-D models. Arrange a gallery walk in your school and share the political, social, administrative, economic

and military aspects of the selected empires with the students. Later, organize a mini talk and highlight the similarities and differences you found among them.

Extended Activities:

1. Construct a timeline from the ancient to the modern world highlighting the main events on it. You may use the information from chapter one to three and show the transition from BCE to CE.
2. Argue on how you think the Royal Road helped Darius to maintain control over his people.
3. Give reasons as to why you think the Persian Empire collapsed due to unskilled rulers. Can you think of any other dynasty or civilisation where the rule collapsed mainly due to their leaders?
4. Why do you think Zoroastrianism emerged as a religion in Persia? What does it really teach?
5. On a timeline, show the battles fought during the crusades.
6. Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India and Europe from the fourteenth to sixteenth Centuries.
7. Imagine you were one of the victims of crusades, what you will do to resolve the conflicts between the two opponents.
8. Search in the library or on internet and find out information on the factors and reasons that led to the decline of the Muslims in the fifteenth century. Prepare a pictorial postcard of the factors you have inquired and share with your friends.

Teacher's Note

Encourage students to explore modern Turkey through TV dramas, movies, internet and story books. Let them share with each other the current Turkey. Once they have done that, let them see the difference between the old Turkey and the new one. What changes have they seen and why have they seen. Encourage classroom discussion on that. Ensure that most of the tasks and activities given in the book are done within the class time under your supervision.

Unit 2 THE CONSTITUTION AND CITIZENSHIP

Introduction to the Unit

In this unit, you will be introduced with the Constitution in general, its major types, strengths and weakness of unwritten Constitution and the 1973 Constitution of Islamic Republic of Pakistan in particular. You will study about volunteers and their contribution in the society. This unit also describes the role of civil society organization to the welfare of the citizens and how they advocate for the rights of vulnerable people of society.

CHAPTER :1 THE CONSTITUTION

SLOs:

- Define the term Constitution.
- Identify the purpose (e.g. empower the state, establish unifying values and goals, provide government stability, protect rights and freedoms and legitimize regimes) of having a constitution.
- Differentiate between written and unwritten constitutions.
- List the strengths and weaknesses of a written constitution.
- Identify the components of the constitution of Pakistan.
- Identify the key ideas and principles in the constitution of Pakistan (eg. separation of powers, rule of law, representative government, sovereignty and fundamental rights).
- Examine how the constitution promotes the equality of citizens (Identify relevant articles).
- Identify how the constitution protects the liberty of citizens (identifying relevant articles).
- Describe the functions and powers of Supreme Court under 1973 constitutions.
- Highlight the role of Supreme Court in providing fundamental rights of people of Pakistan.

Introduction

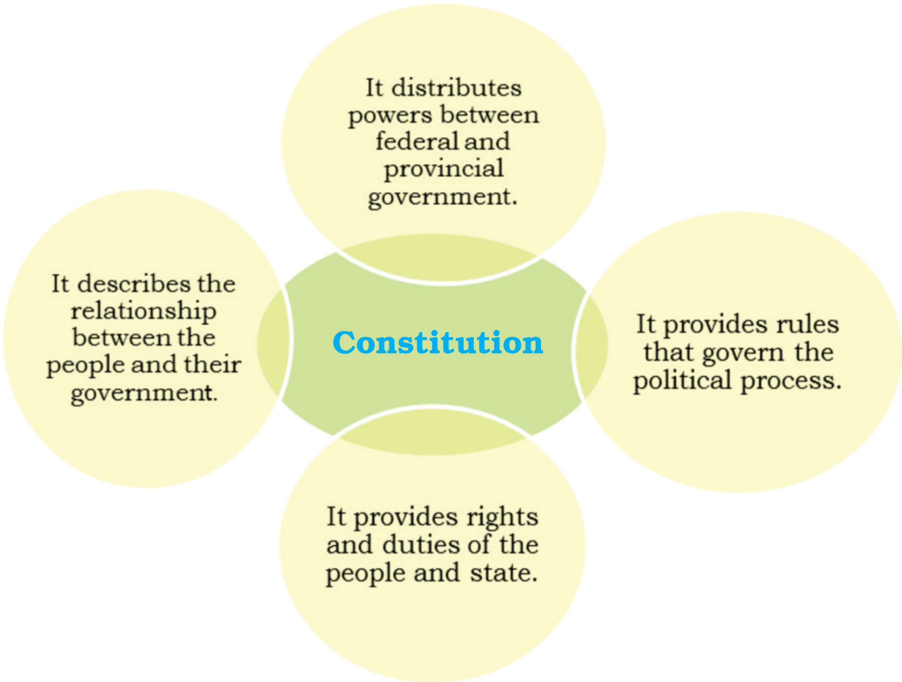
This chapter mainly focuses on the constitution in its broader way and the Constitution of Pakistan 1973. You will also study equality and the liberty of citizens which is propagated by the constitution.

The Constitution

It is a basic and fundamental law of a state. It sets out how the state will be organized. It is a body of rules established to regulate the system of government within a state. It is the supreme law of state which lays down rules regarding organization, powers and functions of the government.

Functions of the Constitution

Primarily, the constitution serves following functions:



Each and every democratic country has a constitution. It is a vital document, according to which the country carries out its operations. Constitution protects the rights of the citizens irrespective of religion, caste and creed. Thus, it can be said a constitution is a social contract between the government and the people.

Activity

A constitution serves a number of functions in a state. Keeping in view the importance and functions of constitution, work together in groups and find out other functions of the constitutions.

Teacher's Note

The teachers should guide students in finding out functions of the constitution by engaging them in a debate.

Types of Constitution

There are many types of constitution, but here we will discuss about the written and unwritten constitution only. The following table (On next page) will help you to understand the difference between them:

Written Constitution	Unwritten Constitution
It is written in the form of a book or document. It consisted of procedures. For example, the constitution of USA.	It is not written in the form of a book or document. It is consisted of conventions. For example, the British constitution.
It is made and enacted by a constituent assembly of the people	This type of constitution is the result of a gradual process of constitutional evolution.
It is rigid in nature.	It is flexible in nature.
A written constitution is definite. Its provisions can be quoted in for and against any power exercised by the government	An unwritten constitution cannot be produced as evidence. It can be proved by quoting its sources and practices.

However, there are following strengths and weaknesses of the **written constitution**:

Strengths	Weakness
1. The written constitution is very clear and precise. It is free from doubts and ambiguity. 2. A constitution lays emphasis on the supremacy of rule of law. 3. It is indispensable to federalism. It distributes powers between the centre and federating units - states or provinces. 4. It protects the fundamental rights of the individual. 5. It protects the interests of minorities. 6. It defines the functions of three branches of government. 7. As a written constitution is clear, the ruler (government) cannot exercise powers arbitrarily. And, it also prevents the governments from exercising the powers arbitrarily.	1. The written constitution cannot be changed or modified due its rigidity. 2. It can cause frustration and anger among people under the circumstances in which constitution does not change according to the needs of society. 3. It is believed that written constitution attaches more importance to written laws. As a result, the importance of public opinion decreases. 4. It does not give much importance to the conventions.

Activity

Conduct an interview of Headmaster/ Journalist or a lawyer about the importance of constitution.

Teacher's Note

The teacher should help students to prepare a list of relevant questions that can serve the purpose of above activity.

Features/Components of the Constitution of Islamic Republic of Pakistan 1973

Written Constitution: Constitution of Pakistan 1973 is a written constitution. It comprises of 280 Articles. It also contains 6 schedules, which has been divided into 12 parts and so far 23 amendments have been made in it.

State Religion: According to the constitution of Pakistan 1973, Islam is the state religion.

National Language and Official Language: In the constitution, Urdu is declared as National Language but the official language is English.

Federal Form of Government: Constitution of Pakistan 1973 provides federal form of government. Federation is consisting of four provinces and a federal capital.

Parliamentary form of Government: It means the elected representative of the people administer the country.

Direct Elections: Constitution of Pakistan 1973 has provided method of direct elections to elect members of National Assembly and Provincial Assembly.

Bi-Cameral Legislature: The Federal Legislature is bi-cameral consisting two houses i.e Senate (upper house) and National Assembly (lower House).

Independence of Judiciary: An Independent Judiciary has been provided in 1973 constitution. Judiciary safeguards the fundamental rights of the people of Pakistan.

Rights of Minorities: Rights of Minorities have been protected in the 1973 constitution.

Key Principles of The Constitution of Pakistan

Separation of Powers

The constitution of Pakistan 1973 provides for separation of powers between three branches of government. These powers are exercised by three branches of government: Executive, Legislature and Judiciary.

Rule of Law and Fundamental Rights

According to Dicey's concept of Rule of Law, no one is above the law. The constitution of Pakistan recognizes that all citizens are equal before

the law and are entitled to equal protection of law. To fulfill this objective, constitution of Pakistan has provided some fundamental rights. These fundamental rights include equality of status, equal opportunity to access law, social, economic and political justice. It further includes freedom of thought, expression, belief, faith, worship and association, subject to law and public morality.

Activity

Describe how the constitution of Pakistan promotes the equality of citizens. Find out relevant articles addressing equality of citizen and share with your class fellows.

Teacher's Note

The teacher should help students in finding out the relevant articles by providing them the document of 1973 constitution and engage them in a debate about the rights guaranteed.

Sovereignty and Representative Government

Sovereignty means supreme authority. Sovereign is one who does not share his authority and his commands cannot be challenged. According to 1973 constitution, Pakistan is a sovereign state. It exercises its powers through elected representatives of the people. The representative government is consisted of three branches i.e Executive, Legislature and Judiciary.

Activity

Divide into groups and collect information from the news papers regarding human rights issues that Supreme/ High Court have addressed in recent years and present it before the class.

SUMMARY

In this chapter, you studied about the Constitution which is called the supreme law of the land. People get their rights protected from the constitution. You were introduced that there are two types of constitution i.e Written and Unwritten. You also studied about the describing features of 1973 constitution and its key principles were also discussed in detail.

END OF CHAPTER EXECERCISE

Check your knowledge and understanding

Fill in the blanks

i. _______________ is a basic and fundamental law of a state.

ii. The representative government is consisted of three branches i.e Executive,___________ and ___________.

iii. Sovereignty means______________________.

iv. The constitution of Pakistan comprises of ______articles.

Answer the following questions:

I. Explain rule of law in detail?

II. Describe the strengths and weakness of unwritten constitution?

III. What is sovereignty?

IV. Identify how the constitution protects the fundamental rights including liberty of citizens? Mention related articles in support of your answer.

Cooperate with Others

Work together in groups and make a booklet of rules governing the school council.

Use your Inquiry/ Investigation Skills

Reflect on your past learning. Explore and list powers and functions of the Supreme Court and Parliament according to 1973 constitution.

Sr. No.	Supreme Court	Parliament

CHAPTER :2 THE CITIZENSHIP RIGHTS AND RESPONSIBILITIES

SLOs:

- Define the term citizen.
- Identify the rights and freedom of citizens in the Constitution of Pakistan.
- Classify rights into civil, political, social and economic.
- Identify responsibilities of citizens given in the constitution.
- Describe how in fulfilling responsibilities citizens ensure other's rights.
- Choose a right or freedom and assess the extent to which it is met in Pakistan.
- Explain how rights and freedom given in the constitution are ensured and denied through citing everyday examples.
- Describe the role of a citizen in a democratic state.
- Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably).
- Describe the relationship between citizenships rights and responsibilities.
- Explain why rights have limits.
- Describe ways citizens can work together to promote the values and principles of democracy.
- Evaluate oneself as a responsible citizen of Pakistan.
- Identify situations in which a citizen might not be expected to fulfill his/her responsibilities.
- Identify ways citizens can act to protect their rights.
- Define the term advocacy.
- Identify two advocacy strategies that you know and give examples of how they are used.
- Develop an advocacy strategy to advocate for a right of their choice.

Introduction

This chapter is about citizen, identifying their rights and responsibilities and focusing the role of citizens in a democratic state. The roles and responsibilities of a citizen in a democratic society are further explained with activities related to children rights and responsibilities. You will also study about the advocacy.

Who is a citizen?

A person who is a legally recognized resident of a particular country and who has rights because of being born there or a person who lives in a particular town or city is called citizen.

Activity

Ask your parents, teachers and elders that what benefits do people have in Pakistan as a result of being a citizen?

Do You Know?

1. **Natural-born citizen** is a citizen who was born in a state.
2. **Naturalized citizen** is one who has adopted the citizenship of any other state.

Classification of Rights

Broadly, the rights can be classified as follows:

Civil Rights

The civil rights are mainly associated with the life and liberty of a citizen. It includes security of the person and protection from physical violence, torture and inhuman treatment. Civil rights describes that no person can be arbitrary arrested and exiled. It protects citizens from illegal slavery and detention. These rights prohibits for interference in one's privacy and right of ownership. Civil rights also include restriction of one's freedom of movement and freedom of thought. These rights promote free practicing of religion.

Political Rights

Political rights include freedom of expression, freedom of association and assembly. Every citizen has the right to take part in the government and he/ she has right to vote and stand for election at the time of elections.

Economic and Social Rights

These rights provide the conditions necessary for prosperity and well being of citizens. Economic rights refer to the right to property, right to work, which a citizen freely chooses or accepts. It includes the right to fair wages and a reasonable limitation of working hours. These rights also propagate for trade union rights. Social rights are those rights which are necessary for an adequate standard of living including right to health, shelter, food, social care and the right to education.



United Nation's Universal Human Rights Declaration

The United Nations has also adopted a Universal Human Rights Declaration. The main features of this declaration are as under:

- It is called the Universal Declaration of Human Rights, adopted by the General Assembly on 10th December, 1948.
- It sets forth basic rights and fundamental freedom to which everyone is entitled, irrespective of race, sex, language or religion.
- These include the right to a nationality, the right to fair trial by an independent and impartial tribunal, the right to own property, the right to an adequate standard of living, the right to education, freedom from slavery and servitude, freedom from arbitrary arrest and detention, and freedom of thought, conscience and religion.
- The declaration is not a legal instrument (law) but it proclaims a common standard of achievement for all people and nations.

[Source: Chamber's Encyclopedia, Vol. XIV, P105]

Human rights apply to all age groups. Similarly, children have the same general human rights as adults have. In 1989, however, world leaders decided that children need a special treatment known as convention on the rights of children (CRC) because people under 18 years old often need special care and protection that adults do not need.

Activity

Select each fundamental right and write in the next column how are your rights in each area protected.

My constitutional rights as a child	I enjoy/ do not enjoy these rights (give example)
Right to survive (life, health, nutrition, name, nationality)	
Right to Develop (education, care, leisure, recreation, cultural activities)	
Right to Protect (exploitation, abuse, neglect)	
Right to Participate (to expression, information, thought, religion)	

Rights and Responsibilities of Citizens

Citizenship offers many benefits and equally important responsibilities. By fulfilling, you are demonstrating your commitment to your country. Being a good citizens, there are many responsibilities such as to live together peacefully, to respect other people and to work and struggle for the development of the country. The other responsibilities of a citizen include understanding the importance of free press, taking action against oppressive and discriminatory policies and understanding the processes of election. Below you will find several rights and responsibilities that all citizens should exercise and respect:

Rights	Responsibilities
• Freedom to express. • Freedom to worship. • Right to a justice. • Right to vote in elections. • Right to employment. • Right to run for elected office. • Freedom to pursue "life, liberty and the pursuit of happiness."	• Support and defend the Constitution. • Stay informed of the issues affecting community. • Participate in the democratic process. • Respect and obey laws. • Respect the rights, beliefs and opinions of others. • Participate in local community. • Pay income and other taxes honestly on time to federal state and local authorities. • Defend the country if needed.

Keep the country clean



Abiding by the law



Right to give vote



Save from domestic violence



Activity

The above pictures describe that how citizens are fulfilling responsibilities and ensuring the rights of others.

Give two reasons how the responsibilities can ensure rights of others.

Keep the country clean 1. 2.	Cast vote 1. 2.
3.Rule of Law 1. 2.	4.Save from domestic violence 1. 2.

Right /Freedom enjoyed by citizens in Pakistan

The Article 25-A of the 1973 Constitution of the Islamic Republic of **Pakistan** provides for free **education** to all children of age five (5) to sixteen (16) as a Fundamental **Right** and its provision is a responsibility of the State.

> **Do You Know?**
>
> Sindh became the first province to make a law providing free and compulsory education to all children between the ages of five and 16 years in February 2013.

> **Activity**
>
> Survey your neighborhood and find out how many children in your area are enjoying right to free education?

Rights and Freedom (In The Constitution) Ensured/ Denied

As a child, you have learnt about the children's rights in a democratic state. You are in a school, hence you have been given the right to education. You have a name, thus you have been given the right for identity. You also have a home to live in and a family to protect you, thus you have the right to safety and security. Do you think all children in your community enjoy all of the above rights?

> **Activity**
>
> In the following three situations, what rights are being denied to children? Give examples:
>
> i. Beggar child
> ii. A child doing labour for earning
> iii. A child suffering from a serious disease (polio)

The Role of a Citizen in a Democratic State

Pakistan is a democratic country. As a citizen, it is the responsibility of a citizen to choose a leader by casting vote. It is also the duty of a citizen to keep informing other citizens about the policies of the government. The citizen has to make sure that he contributes to the development of community in his area. You as a child can help elders. It is responsibility of citizens to respect the law of land and to be loyal to the state.

Communicating With Elected Officials

You and your elders have the right to communicate with elected officials who represent you. But, many people do not. Some people feel afraid of or do not know how to tell their elected officials what they think. You will find tips for how to:

- write a letter
- pay a visit
- make a phone call
- speak at a meeting

Why should you communicate with Your Elected Officials?

There are many reasons to communicate with your elected officials. You may want to:

- thank them for something they have done.
- ask them to take some sort of action.
- let them know how you feel about concerns such as education, crime, taxes or the environment.

Activity

Respond to each statement by writing an explanation as to why you agree or disagree.

1. A citizen is defined only by the country he or she lives in. I agree/disagree because:____.
2. A government should treat all of its citizens equally. I agree/disagree because:____.
3. Being a citizen means you should be responsible to your country at all times. I agree/disagree because:_______ __________________________________.
4. Your identification with your country is more important than your identification with a group (i.e, race, religion, ethnicity, etc.). I agree/disagree because:____.

Rights Have Limits

Every right one have, must be balanced against someone else's right. My right to speak, my mind about a person must be balanced against someone else's right to not have their reputation ruined. My right to a resource must be balanced against everyone else's right.

Activity

In the following table, match column A withcolumn B to complete the sentence:

Column A: Right to	Column B: Limitations
Play	From distance and with agreed timings and adults approved programmes.
Express views	They must bear similar values and are approved by our elders.
Watch television	Approved timings and apps.
I.T gadgets (mobile phone, IPad, laptops)	Respect other persons sentiments and right for holding an opinion.
Choose friends	With a clear agreement for maintaining timings and the approved play /games.

Citizens Rights Are Protected

Embrace the duty to protect and promote human rights: The protection and promotion of human rights is not limited to the governments. Every person has a duty to know about his fundamental rights, promote them and respect them.

Act as a citizen to document human rights violations: If you witness a violation of any of the human rights,you can report these violations to organizations dedicated to protecting and preserving human rights for all. In order to submit a complaint about human rights violation, you must be able to document and provide the following information:

- Identify the specific article of the United Nations Declaration of Human Rights (UDHR)that was violated.
- Collect all of the facts related to the human rights violation in a detailed manner and if possible, in a chronological order.
- Provide the date, time and place of the incident(s); and name, position and place of action if applicable; names and addresses of any witnesses and any other important details.

Activity

During the recess/ break at school, you observed a student of junior class being bullied by another student of the senior class. What specific actions will you take to protect his right to play?

Activity: Situations to fulfill his/her responsibilities

Identify a responsibility that comes from each of the following sources:

- Promises • Assignments • Appointments • Occupation • Laws • Custom • Citizenship • Moral principles

Now, you are aware about the responsibilities. Give your response for each of the following;

- Which ones did you take on freely or voluntarily?
- Which were you required to assume?
- Which did you take on without conscious choice – that is, without thinking about them?
- Which two do you think are most important? Why?
- What rewards might you receive for fulfilling each of these two most important responsibilities? What penalties might you pay for failing to fulfil them?
- What is the importance of fulfilling these two responsibilities?
- What might happen if people do not fulfil such responsibilities?

Arise of Conflicts in Fulfilling Responsibilities

There are two common types of conflicts that can arise when we have to make choices about fulfilling responsibilities.

1. In some situations, two responsibilities are in conflict and there may not be a way to fulfil both of them at the same time.
2. In other situations, there is a conflict among responsibilities and other values and interests.

Activity

Suppose you attend a meeting of students in your school. The group is supposed to suggest rules for the playground. You have the right to speak and give your suggestions.

- Which responsibilities should you have in the way you speak and what you say? List and explain these responsibilities.
- What responsibilities should other students at the meeting have toward your right to speak? List and explain these responsibilities.
- What responsibilities should you have toward the other students' right to speak? List and explain these responsibilities.
- What might happen to the right to free speech if no one fulfilled the responsibilities you have discussed?

What is Advocacy?

1. Advocacy means to ensure that vulnerable people in society are able to:
    - Have their voice heard on issues that are important to them.
    - Defend and safeguard their rights.
    - Have their views and wishes genuinely considered when decisions are being made about their lives.
2. Advocacy is a process of supporting and enabling people to:
    - Express their views and concerns.
    - Access information and services.
    - Defend and promote their rights and responsibilities.
    - Explore choices and options

In short, advocacy can be defined as "a process based on verified evidence to directly and indirectly influence decision makers, stakeholders and victims to support and implement actions that contribute to the fulfillment of human rights".

The Process of Developing an Advocacy Strategy

Step 1. Objectives: What do you want?

An effective advocacy effort must begin with a clear set of objectives. This can include long-term objectives and short term objectives.

Step 2. Audiences: Who can give it to you?

Who are the people and institutions you need to move? This includes affected people and those who have the actual formal authority to deliver (i.e. public authorities) and also the other actors who will influence their decision making (the media, key constituencies and others).

Step 3. Message: What do they need to hear?

Reaching these different audiences requires framing of a set of messages that will be influential. Effective advocacy messages generally have two basic components: Why the advocacy objective is the right thing to do and why it is in the interest of the authority to do it.

Step 4. Messengers: Who do they need to hear it from?

Who are the most credible messengers for different audiences? Three kinds of messengers are important: "Neutral Experts" whose credibility is largely technical; "Authentic Voices," of the people who can speak from personal experience and "Influential People," who have some political connections that make authorities want to listen.

Step 5. Action: How best to get the message delivered?

There is a continuum of ways to deliver an advocacy message. Some are "inside strategies" in which persuasion takes place through traditional channels and meetings. Another approach is to involve "outside strategies" which aimed at changing the context in which decisions are made. The mixture of these two approaches is the right way for an advocacy. It depends on what is needed to get the job done and what the groups involved are able to do and are comfortable in doing so.

Step 6. Resources: What have we got?

An effective advocacy effort needs advocacy resources. This includes past advocacy work, previous affiliations, members and other people, information and political intelligence.

Step 7. Gaps: What do we need to develop?

The next step is to identify the advocacy resources you need. This means looking at alliances that need to be built, and capacities such as media and research which are crucial to any effort.

Step 8. First Efforts: How do we begin?

What would be an effective way to begin to move the strategy forward? What are some potential short term goals or projects that would bring the right people together, symbolize the larger work ahead and create something achievable that lays the ground work for the next step?

Step 9. Evaluation: How do we tell if it's working?

Meanwhile, the process needs to be checked. Strategy needs to be evaluated by revisiting each of the steps explained above.

Activity

Develop an advocacy strategy to advocate for a right of your choice.

Teacher's Note

Help students and divide them in groups of 2-3 students and direct them to plan a series of organized and consecutive actions to be taken to advocate fpr right of their choice for documenting an advocacy strategy.

SUMMARY

In this chapter, you studied that a person who is a legally recognized resident of a particular country is a citizen. You were introduced with the various rights that people have. Rights have also some limitations and people should respect other's rights. Advocacy is the act of pleading for, supporting, or recommending and an active support for most vulnerable people.

END OF THE CHAPTER EXERCISE

Check your knowledge and understanding

Fill in the blanks

i. The civil rights are mainly associated with the life and ________________ of a citizen.

ii. The Article 25-A of the Constitution provides for _________________ to all children of age five (5) to sixteen (16).

iii. The fundamental rights promote better life,_________ and____________.

Answer the following questions

i. What type of rights citizens enjoy in a country?

ii. What are the responsibilities of a citizen?

iii. Why rights have limits?

iv. Describe reasons to communicate with elected officials of your area?

v. Describe process of developing an advocacy strategy?

vi. Identify two advocacy strategies that you know and give examples of how they are used?

Use Your Inquiry/ Investigation Skills

Explore the rights enjoyed by the citizens of any one of the following countries:

Sr. No	U.S.A	U.K	China

CHAPTER 3: ROLE OF CIVIL SOCIETY AND ACTIVE CITIZENSHIP

SLOs:

- Define the term civil society.
- Identify various Civil society organizations (CSOs) and the work each does in your neighborhood community, nationally and globally.
- Categorize CSOs based on their work.
- Identify the role and functions of CSOs.
- Identify what motivates people to join a CSO and work together for a cause.
- Explain the role of CSOs in contributing to the welfare of the people.
- Identify those factors which create the need for CSOs.
- Describe how CSOs promote rights and strengthen democracy.
- Inquire into a CSO of your choice identifying its goals and objectives, activities it engages in to realize its objectives and assess its impact. Share findings with your colleagues.
- List the work CSOs have done to enhance the democratic culture in Pakistan.
- Name CSOs that are formed by children (eg. scouts, girl guides, youth assembly of Pakistan).
- Define the term volunteer.
- Explain how volunteerism in a society facilitates the welfare of the common people.
- Identify the extent to which young people volunteer their time and expertise in Pakistan.
- Identify three things that can be done to encourage volunteerism in Pakistan.

Introduction

In this chapter, you will study about the civil society and its role in the betterment of society. You will also be introduced about the civil society organisations, its functions and roles towards enhancing democratic culture in Pakistan. Moreover, you will also be introduced in detail with the concept of volunteerism.

What is Civil Society?

It is an organization founded to promote the interests of a local community. The term "civil society" generally is used to refer to social relations and organizations outside the state or governmental control. A civil society is comprised of groups or organizations working in the interest of the citizens but operating outside of the governmental and for-

profit sectors. Organizations and institutions that make up civil society include labour unions, non-profit organizations and other service agencies that provide an important service to society but generally ask for very little in return.

> **Activity**
> Find out about the factors which create the need for Civil Society Organisations. You can take help of your elders in finding out the factors.

Category of Civil Society Organisation

A number of Civil Society Organisations are active in the areas of justice and human rights (economic, social, cultural and political rights). Some of the organisations work on the process of local governance and issues related to decentralizing power, authority and resources at grass root level. Others focus on electoral reforms, administrative reforms and people's access to information.

Functions of Civil Society Organisation (CSO)

The CSOs perform the following functions:

Advocacy: Includes activities such as campaigning, lobbying, direct action, media watch and awareness-raising including public education. Advocacy program is often related to policy issues as organizations and individuals strive to change public policy and practice.

Funding: CSOs offer funds to other organizations in support of democratic governance initiatives and over all socio-economic development.

Legal Assistance: It includes legal assistance to individuals and organizations.

Networking: It is related to developing and strengthening communication and exchange systems between organizations and (or) individuals.

Policy: The CSOs are also involved in the process of setting objectives and formulation of specific policies. They also make an active plan to execute these policies.

Research: The CSOs also encourage researchers to conduct research on specific issues which affect the communities.

Technical Assistance: The CSOs also provide consultancy and technical assistance for handling different problems identified by other organizations.

Training: Includes activities designed to strengthen specific knowledge and skills of individuals. Training methods used include workshops, conferences and short courses. There is a wide range of areas such as voter education, methods to encourage greater participation of women in political processes, as well as training in new technologies.

Many of these organizations are involved in advocating for the strengthening of policies and practices that promote democracy. Their activities include provision of support to strengthen the civil society sector, promotion of citizen's rights and people's involvement in democratic processes, enhancement of women's participation in politics and fostering political dialogue.

Activity

Make a list of various civil society organizations (CSOs) that work in your country: local, national and international. Take help from Newspapers, internet, parents and any other available source.

Role of Civil Society Organisations in a Democratic Country

- The basic role of civil society is to limit and control the power of the state.
- Civil society actors should watch how state officials use their powers. They should raise public concern about any abuse of power.
- Civil society promotes political participation.
- Civil society organizations can help to develop the other values of democratic life: tolerance, moderation, compromise, and respect for other's opinion.
- Civil society can also help to develop programs for democratic civic education in the schools as well.
- Civil society is a platform for the expression of diverse interests.
- Civil society can strengthen democracy through process of integrating different communities in society.
- Civil society can provide a training ground for future political leaders.
- Civil society can help to inform the public about important public issues.
- Civil society organizations can play an important role in mediating and helping to resolve conflict.
- Civil society organizations have a vital role to play in monitoring the conduct of elections.

Activity

Work together in groups and discuss how Civil Society Organisations promote rights and strengthen democracy.

The Volunteers

The person who works for an organization without being paid is called volunteer. The concept of volunteering refers to —rendering services by choice for the benefit of the wider community by an individual, group or institution without necessarily expecting monetary gain.

Volunteering: Building A Better Community

You can be a volunteer by taking an active part in making your area a better place to live in. You give something back to your community. And when you give something back, you will also get something in return. You get the rewards that come from making a positive difference in the lives of others in your community.

Contribution of Volunteers for the welfare of the common people

- Volunteering makes a significant contribution to the global economy.
- Volunteering enhances the social connections between different sectors and builds the bridges between governments and states.
- Volunteering helps to build a more cohesive, safer, stronger community and increase the social networking between communities and neighborhood.
- Volunteering promotes active citizenship and greater participation of people in social development.
- Volunteering helps to improve educational standards of youth and helps to reduce the environmental risks.
- Volunteering also have positive effects on volunteers. It increase their self-esteem, enhance various skills and capacities, increase their motivation for helping others.

Activity

Conduct and interview of volunteers to find out to what extent they have been able to volunteer their time and expertise in Pakistan.

SUMMARY

In this chapter, you studied that a civil society is comprised of groups or organizations working in the interest of the citizens. A large number of CSOs are actively involved in the broad areas of justice and human rights (economic, social, cultural and political rights). You were able to learn that CSOs perform various functions including advocacy, funding, legal assistance, networking, policy, research, technical assistance and training. Civil society not only monitors the performance of various sectors of governance but it also promotes positive relationship between the democratic state and its citizens. You also studied that the person who works for an organization without being paid is called volunteer. Volunteering makes a momentous contribution to the large-scale economy.

END OF THE CHAPTER EXERCISE

Check your knowledge and understanding

Fill in the Blanks

i. The person who works for an organization without being paid is called ____________.

ii. Basic role of civil society is to limit and control the power of the ______________.

iii. The volunteer sector plays a key role in ____________________.

iv. Civil society can provide a training ground for future political _____________.

Answer the following questions

I. Identify the role and functions of CSOs.

II. Identify what motivates people to join a CSO and work together for a cause?

III. Explain the role of CSOs in contributing to the welfare of the people.

IV. Identify three things that can be done to encourage volunteerism in Pakistan.

Cooperate With Others

Work together in groups. Some groups should work on the task "A", while others should work on the task "B". Then, share information in the class by giving presentation.

Task

(A) Write the name of CSOs that are formed by children (eg. scouts, girl guides and youth assembly of Pakistan).

(B) List the work CSOs have done to enhance the democratic culture in Pakistan.

Name of Civil Society organization	Services / Works
Scouts	
Girl Guide	
Youth Assembly of Pakistan	

Use your Inquiry/ Investigation Skills

Inquire into a CSO of your choice and identify its goals, objectives and activities it engages in order to realize its objectives and assess its impact. Share findings with your colleagues.

Unit 3

LAND AND LIFE IN ASIA

Introduction to the Unit

This unit is about the land and people of Asia. The interaction between people in different Asian countries is discussed. In addition, you will learn about the physical features of land, water resources and the process of migration and settlement patterns of the people in the Asia.

CHAPTER :1 THE LAND OF ASIA

SLOs:

- Locate Asia on a map of the world.
- Locate and name the major physical features of Asia on a map.
- Identify physical features of Asia using a topographic map.
- Examine contour lines of selected places in Asia and find the highest and lowest points.
- Identify major forests of Asia on a map.
- Explain where the rainforests of Asia are located why they are growing there.
- Describe the importance of rainforests.
- Compare past and present aerial photographs and satellite images of rainforests in Asia to show deforestation.
- Conduct an inquiry on the measures taken to preserve rainforests in Malaysia and Brazil.
- Name the major deserts of Asia.
- Describe the features of the deserts of Asia.
- Describe how deserts in some places are growing due to natural occurrences.
- Compare the characteristics of the Gobi Desert and the desert of the Arabian Peninsula.
- Describe vegetation and animal life in the deserts.
- Compare the nature of coastlines of Britain and Bangladesh.

Introduction

In this chapter, you will learn about Asia the largest continent on the Earth. Asia has variety of physical features that includes high mountains, high plateaus, fertile plains and vast deserts. It has many coastal and inland (far from sea) areas. The geographic variation affects climatic conditions of area. Different climatic conditions help variety of vegetation to grow, where many species of animals live.

Do you know?

Russia is the largest country and China is the most populated country of Asia, as well as of the world.

Location

You have learnt in Grade VI that Asia is the world's largest continent. It has the largest land size (17,212,000 square miles) and population (more than 60%) of world. The continent shares its border with Europe and the Urals (mountains) to the West.



Asia on the World Source: www.google.com.pk

Activity

Look at the above map and name the oceans that form the borders of Asia. Teacher will help students to point out the directions North, South and East.

i. To its North ___________________________

ii. To its East ____________________________

iii. To its South __________________________

Teacher's Note

For brain storming, teachers will ask students to recall directions i.e. East, West, North and South. Then,teachers will remind them (usually on the maps) East is at right hand side, West is at left hand side. North is between East and West upward and South is also between East and West but downward.



Physical Features of Asia Source: www.google.com.pk

Mountains in Asia

Do you remember what you learned in the previous class about Himalayas? Recall where they are located and name the highest peak of Himalayas. Asia is covered with mountains, plateaus, plains and deserts. Some of the important mountains and their location are mentioned below.

Mountains	Location	Mountains	Location
Altai	East-Central Asia	Tien Shan	Central Asia
Ghats	Eastern and western coast of India	Ural	Northern edges of Russia to Kazakhstan
Kunlun	Western China and Gobi desert	Zagros	Western and southwestern Iranian plateau till Strait of Hormuz

Plateau

Plateau is a higher area than the adjacent areas. It is a high altitude area above the sea level with fairly flat top surface. Its shape is similar to the shape of table. Asia's plateaus are:



Plateau

Plateau	Location
Iranian plateau	Iran, Afghanistan and Pakistan
Deccan plateau	Southern part of India
Tibetan plateau	Southern Mongolia and western China (It is known as Rooftop of the World)

Do You Remember?

You have learnt about plateaus of Pakistan in Grade VI. There are two plateaus i.e Balochistan & Potowar plateaus.

Plains

Plain is the low and flat land. In Pakistan, Punjab and Sindh cover the Indus Plain area.

Activity

Find out any two plains of Asia (other than South Asia). The key given in the map of Physical Features of Asia will help you.

i. ______________________

ii. ______________________

Teacher's Note

Teachers will share knowledge with students that mostly green colour is used to show plains. Now, they should focus on green areas and find out plains. Make a list of shown plains then exclude Indo-Gangetic Plain as it is located in South Asia.

Coastlines of Asia

Asia's coastline is around 62,800 km long. Bangladesh is one of the Asian countries that are located at coast. It is low-land area with rivers that flow into Bay of Bengal. It experiences heavy monsoon rainfall that causes floods every year. These floods destroy agricultural farms and affect the human lives severely.

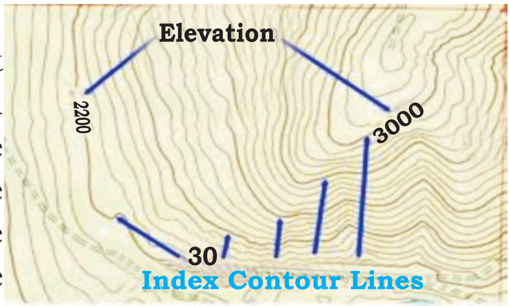
Do you know?

During summer, winds blow from Bay of Bengal, Indian Ocean and Arabian Sea towards land and cause Monsoon rainfall.

As compared to Bangladesh, Britain is a country in Europe that has many islands. It also suffers from coastal floods but not every year. Sometimes high tides during spring bring flood over here.

Topographic map

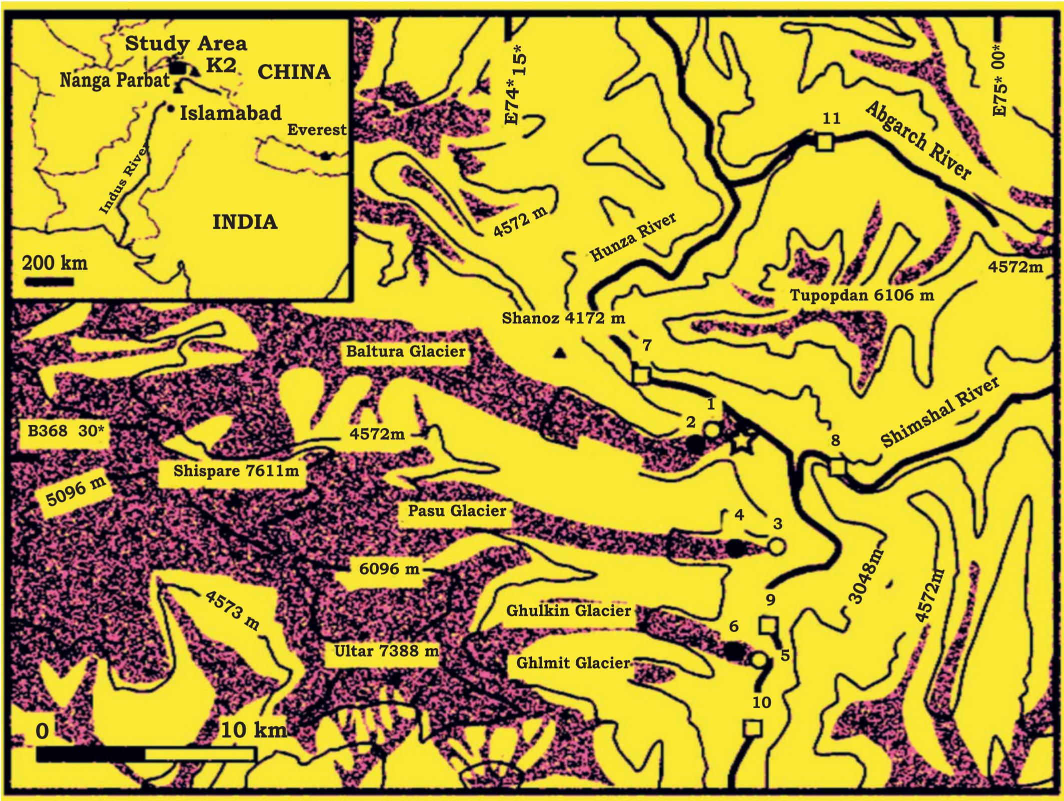
A map that shows the different elevation/ altitude in an area through lines is called as Topographic map. The elevation is shown through lines that are called as contour lines. For example, see (Contour Lines on a map) how the contour lines show elevation on the map.



Contour Lines on a map

The Highest and the Lowest Points

The surface of Earth is comprised of elevation variation. There is no large area that has same altitude and every area has the highest and the lowest point.



Karakoram Range

Activity

Study the above figure and find out the highest and the lowest points of Karakoram Range that is located in Pakistan and China.

i. The highest point ________________

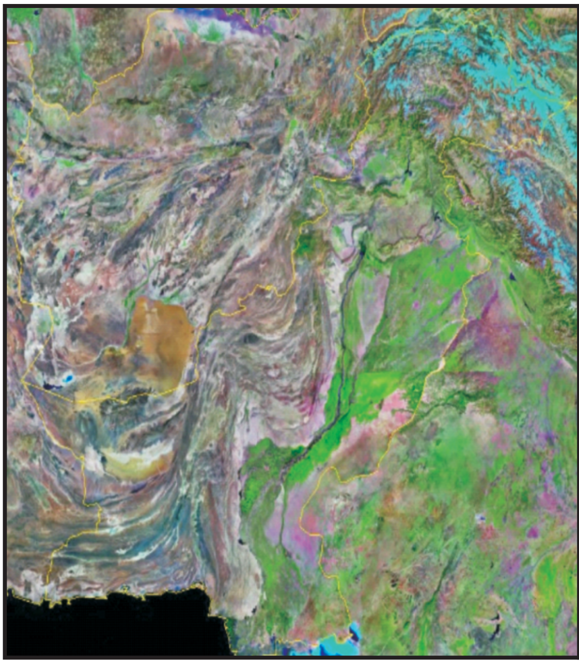
ii. The lowest point ________________

Teacher's Note

Teacher will take the help of degrees of adjectives e.g. good, better and best. Then, the teacher will discuss with students that the lowest point is the one that has no more lower point. Similarly, teacher will discuss the meaning of the word 'highest'. Highest is the point from where there is no more higher point.

Aerial Photograph

During flight, when we look outside the plane, buildings and land features look very small. It is called aerial view. Similarly, the photographs of ground taken from very much height is called aerial photograph. It also shows the buildings and features very small.



Aerial photograph of Karakoram Range



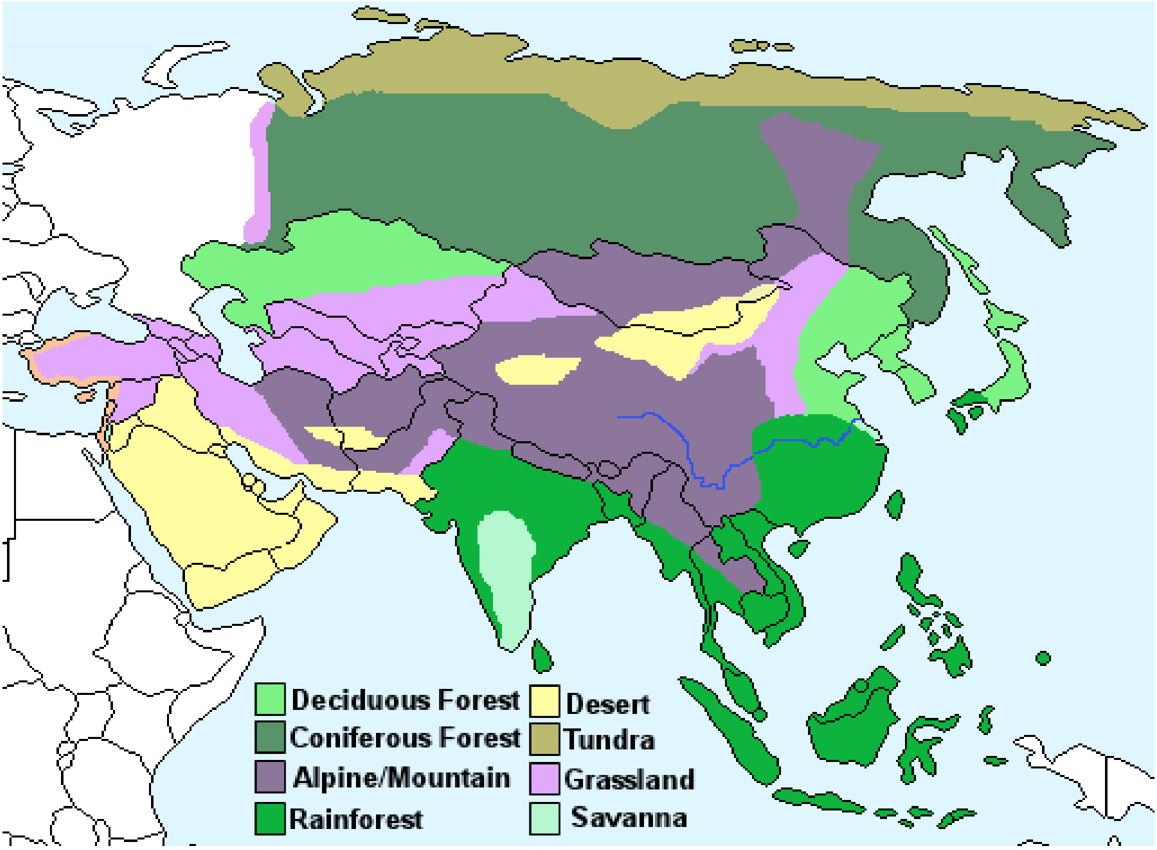
Actual Local of Karakoram Range

Activity

Compare both the photographs. You can see how they look different? Aerial photograph shows larger areas with less detail. While, actual location shows small area with more details.

Teacher's Note

Teachers can ask students about their pictures. They can discuss the effects on picture if it is captured with little or much distance.



Map of Vegetation in Asia Source: www.google.com

Rainforests

A rain forest is a thick forest of tall trees which is found in tropical areas where there is a lot of rain. In Asia, they are grown in South and Southeast Asia. They are grown in this area which is near to equator where the Sun shines throughout the year and it experiences lots of rain. Abundance of sunlight and rain help them to grow dense.



Rainforest

Importance of Rainforests

Rainforests are very important. They supplies oxygen and reduces carbon dioxide. They help stabilize the world's climate and maintain

water cycle. They protect the area from flood, drought and erosion. There are a large number of species of plants and animals which are used for medicines and foods.



Deforestation



Forestation

Rainforests are cut down everywhere. Now, Malaysia is taking measures to preserve rainforest. It arranges rallies to develop awareness among people to protect the forest. Besides, it plants the species of rare trees.

> **Dou you know?**
>
> A process in which a fertile land is changed into a desert is called 'desertification'.

Major Deserts of Asia

Desert is an area with annual rainfall of 10 inches or less than 10 inches. Either, it has no vegetation or little vegetation. Deserts are very hot during summer and very cold during winter.



Deserts of Asia

Source: www.google.com

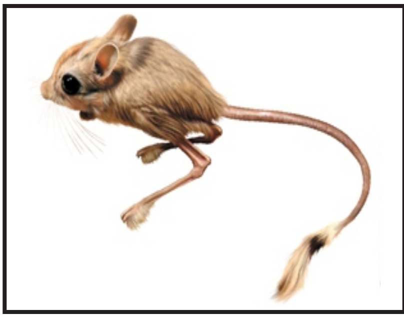
Gobi Desert



Gobi Desert

Gobi Desert is located/ situated in the south of Mongolia and north of China. As the area is very far from Indian Ocean, it could not receive rain from it (Indian Ocean). Thus, the desert was formed. Here winds carry desert sand and deposit the sand on fertile land that is why it is growing every year.

The following animals are found in the Gobi Desert:



Jerboa



Bactrian Camel



Golden Eagle

Arabian Desert

Arabian Desert is located in Western Asia (Middle East). The desert has little or no vegetation with hardly any human presence. The Arabian Desert was formed because Tropic of Cancer passes through the desert. When the sunlight directly falls on the land, great heat is generated. Besides it, the Arabian Peninsula is located between the Red Sea and the Persian Gulf. These small water bodies do not produce much cool winds that is why, the land remains hot. It is also the reason for scarce vegetation in the desert.



Arabian Desert

The following animals are found in the Arabian Desert:


Spiny Tailed Lizard


Caracal Kittens


Camel Spider

Thar Desert

Thar Desert is also known as The Great Indian Desert and it is located/ situated/ lies in two countries i.e India and Pakistan. Its more than two third part is located in India. From Rajasthan and Punjab in India, it extends its border into Pakistan in the provinces of Punjab and Sindh. It has been formed because Monsoon that blows from Indian Ocean towards land, bypass this area or does not enter into the area. Besides Aravalli Hills is located in parallel of wind direction that does not help/ prevents winds to lift up and complete the process of condensation. It results in no or little rain.


Thar Desert (Rajasthan)

The following animals are found in the Thar Desert:


Saw Scale Viper


Great Indian Bustard


Black Buck

Karakum Desert

Karakum means black sand and the desert is named as dark coloured soil is found/ lies beneath the sandy desert. It is located east of Caspian Sea in Turkmenistan that is part of Central Asia. It is a hilly plain that is rich in minerals. The desert was formed when ancient course/ route of Amu Darya dried up and sand was deposited/left. Besides, sediments of nearby rivers Murgab and Tedzhen have been deposited here.



Karakum Desert

The following animals are found in the Thar Desert:



Karakul Sheep



Spider



Goitered Gazelle

Activity

On the world map below, shade the area of Asia. You can take the help from the world map given in the beginning of the chapter.



World Map Source: www.google.com

Using an outline map of the Physical features of Asia, mark the places on which you find the above taught topographical features of Asia. You can take help from the map of physical features of Asia.

SUMMARY

In this chapter, you studied that Asia is surrounded by oceans from three sides. Ural Mountain forms western border of Asia. Tibetan Plateau is located at the border of Mongolia and China. Due to the variation of elevation and climatic conditions many types of vegetation have grown. Two deserts of Asia the Arabian and Gobi deserts have been formed in different ways and both have different desert animals too.

END OF THE CHAPTER EXERCISE

Check your knowledge and understanding

Fill in the blanks

i. The land size of Asia is ____________________.
ii. The coastline of Asia is ___________________ long.
iii. Ural is the name of _______________________.
iv. Arabian peninsula is situated between __________________ and _________________.
v. Karakoram Range is located in _______________ and ___________.

Answer the following questions

i. Enlist the mountains, plateaus and deserts of Asia.
ii. If you were to live near coastlines which one will you prefer between Britain and Bangladesh, and Why?
iii. Define the following terms:

a. Plain
b. Contour Lines Map
c. Summer Monsoon
d. Arial Photograph

iv. Gobi Desert and Arabian Desert have been formed in different ways. Explain the ways.

Conduct an Inquiry

1. With the help of internet, find out types of desert vegetation in Asia.

a. ____
b. ____
c. ____

Cooperate with others

Brazil is located in South Amrica. Its rainforests are under threat. Is Brazil trying to preserve the forest? Search in newspaper or any magzine, in group of 4 students. Share your information with your classmates.

CHAPTER : 2 INTERACTION BETWEEN PEOPLE AND LAND

SLOs:

- Describe the physical and cultural characteristics of different regions of Asia (the Middle East, The South East Asian Region).
- Justify the importance of studying the different cultures of Asia and World.
- Describe how deserts in some places are growing and in others shrinking.
- Describe the changes people have made to the Arabian Desert.
- Highlight the causes of deforestation.
- Identify strategies to reduce deforestation.
- Explain the causes and effects of coastal flooding in Bangladesh.
- Describe the life of people in the rainforests of Malaysia and Indonesia.
- Describe the life of people in the coastal regions of Bangladesh and Japan.
- Use a variety of geographic tools such as aerial photographs and Geographic Information Systems (GIS) to compare places in the world and to analyze changes in landforms and human activity.
- Analyze relationships among people, places, and the environment by mapping information including trade patterns, governmental alliances, and immigration patterns.
- Compare physical and human characteristics of places using different maps to describe how environments in the world have changed (e.g. rainforests in Amazon Basin.)
- Classify and locate major natural (natural features of the land, vegetation, animals, and climate) and human environments (cities, farming areas) of the world.

Introduction

Asia is the highly populated continent in the world. It consists roughly one-third of the land of the entire world and contains about three-fifths of population. The two most populous countries of the world i.e China and India, are part of this continent. These together account for nearly two-fifths of all people as Asia occupies a wide territory. It comprises a great range of physical features which highly affect the people of this region. Likewise,the people of Asia have a huge impact on land they live in.

Salient features of Asian Culture





People of Asia practice a variety of culture. As it is a highly populated region therefore; it is rich in heritage and traditions. Asia is well known for celebrations and festivals. It is a land where festivals of different cultures and religions are being celebrated. Among them, major festivals are Diwali, Holi, Baisakhi, and Eidul-Fitr, Dusshera, Onam, Christmas and many others are celebrated with great fervor all over India. Followers of different religions of the world are found in this part of the world. Towards the western part of Asia, Muslim countries like UAE, Qatar, Iraq, Iran and Dubai are located and contain features of Arab and Iranian cultures. Asia has people following the religions like Hinduism, Islam and Christianity.

Asia has fertile lands in China and India and excels in agricultural production of food, grains and rice. However, Southeastern countries of Nepal, India and Bangladesh along with many countries like the Islamic nations practice agricultural activities. Let's, understand how people are living in different physical settings of Asia.

Significance of studying the diverse cultures of Asia and World



Understanding of other cultures is known as 'Intercultural understanding'. It helps people in interacting others in a respectful way. It brings a sense of peace and harmony. It develops social skills and allows people to cooperate with each other. In modern times, the world has become global village. There is an urge need for our multicultural society to have a strong sense of identity while respecting the values of others.

Activity

Prepare for a debate competition in class and suggest ways to develop peace and harmony. Understanding of other cultures can help to overcome global issues like terrorism.

Climate change and its effects on deserts

The following table will inform you about deserts:

Area occupied by deserts around the world	about one fifth of the Earth's surface.
Occurrence	Occur where rainfall is less than 50 cm/year.
Disturbances	Occasional fires or cold weather, and sudden, infrequent, but intense rains that cause flooding.
Central Asian countries facing desertification	Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

Earth's climate is destabilizing because of the rising atmospheric absorptions of carbon dioxide. By the burning of fossil fuels, it causes deserts to advance or shrink. Our choice is a simple one: reverse these trends or risk being overwhelmed by them.

Activity

After understanding reasons for advancing deserts, what do you think is the possible reason of shrink of deserts? List them on a flip chart and paste charts in gallery. Go for gallery walk and see how many members share the same thoughts.

Teacher's Note

Incorporate input shared by pupils and emphasize on their validity with detailed explanation.

Effects of human activity on Arabian Desert

Arabian Desert is great desert region located on the edge of southwestern Asia occupying almost the entire Arabian Peninsula. It is the largest desert area on the continent—covering an area of about 900,000 square miles (2,300,000 square km). In the table below, activities of one of its habitant group are explained. This will help you to identify that how environment is being effected by humans.

Habitant	Activities
Bedouin	**Everyday Activities** 1. Nomadic desert life by breeding camels, Arabian horses, and sheep. 2. Grow date palms and other crops, usually hiring others to perform agricultural labour. **Interaction with settled communities** 1. Religious rituals (e.g., the hajj [pilgrimage] to Mecca). 2. Long-distance commerce. 3. Exchange of poetry and other cultural activities. **Modernization** 1. Availability of transportation. 2. Discovery of petroleum. 3. Settlement in urban areas(a few do part-time nomadism) 4. Material used in construction of buildings.

The paramount natural resource of Arabian Desert is its underground water supply. Recent techniques have been used by the governments of Arab countries to develop water sources and to irrigate soils for farming. Desalinization (a process of removing salts and minerals from a substance) plants are built along the coasts to produce great quantities of fresh water from seawater, making the Arabian Peninsula one of the leading regions of the world employing that technology.



Activity

Observe the given picture carefully and note down how humans are effecting natural environment? Make a list of the problems caused by humans.
Write your findings here:

____

Activity: Human impact on Forests

Read the boxes below and match the suitable title (a or b) for each box and suggest strategies to reduce deforestation.

Box 1

Forests have been providing a great deal of facility to humans. In particular, Asia which has a huge difference of altitude, climate and elevation all across its region. Humans have been damaging this dense vegetation for timber and cultivation of land. This eventually leads to problems like soil erosion, deforestation, overgrazing, pollution and natural disasters. This also makes animals living in these forests lose their habitats and gradually fall in category of extinct animals from endangered species as they are not taken care of. A healthy ecosystem will also help to prevent forest fires (also called wildfires).

Box 2

Forests enable stability in atmospheric temperature. Without clean atmosphere, it is impossible for humans to survive. To regulate the temperature, trees and soil work together. This process is called evapotranspiration. Trees help to rectify air pollutants. Trees keep the soil held on ground which stops soil erosion. It helps in storing the moisture and protecting land from heavy rainfall. Forests also slow down the flow of water preventing floods. Rivers flowing between forests bring silt with them making the land fertile and keep the soil moist, stopping evaporation which may prevent wild fires.

Titles

a. Protection of the forests from deforestation and natural habitats from getting extinct.

b. Understand ways through which people survive in natural disasters in the forest regions.

Life-style of people living in the rainforests of Malaysia and Indonesia

People in Sumatra	People in Borneo
Majority of the local People follow Muslim faith. One of the common practices is that all important acts are done only with right hand (for example, shaking hands, passing and receiving money or food). Because, the left hand is considered evil. People living there are hospitable towards tourists. Native people are happy to help them.	The main religions in Sarawak are Islam, Christianity and Buddhism. People here practice religious tolerance thus, people are free to follow their religions. The Borneo has several sub-groups and each group is completely different from each other. Earlier, people travelled by boat but, the recent road development is diminishing this tradition.

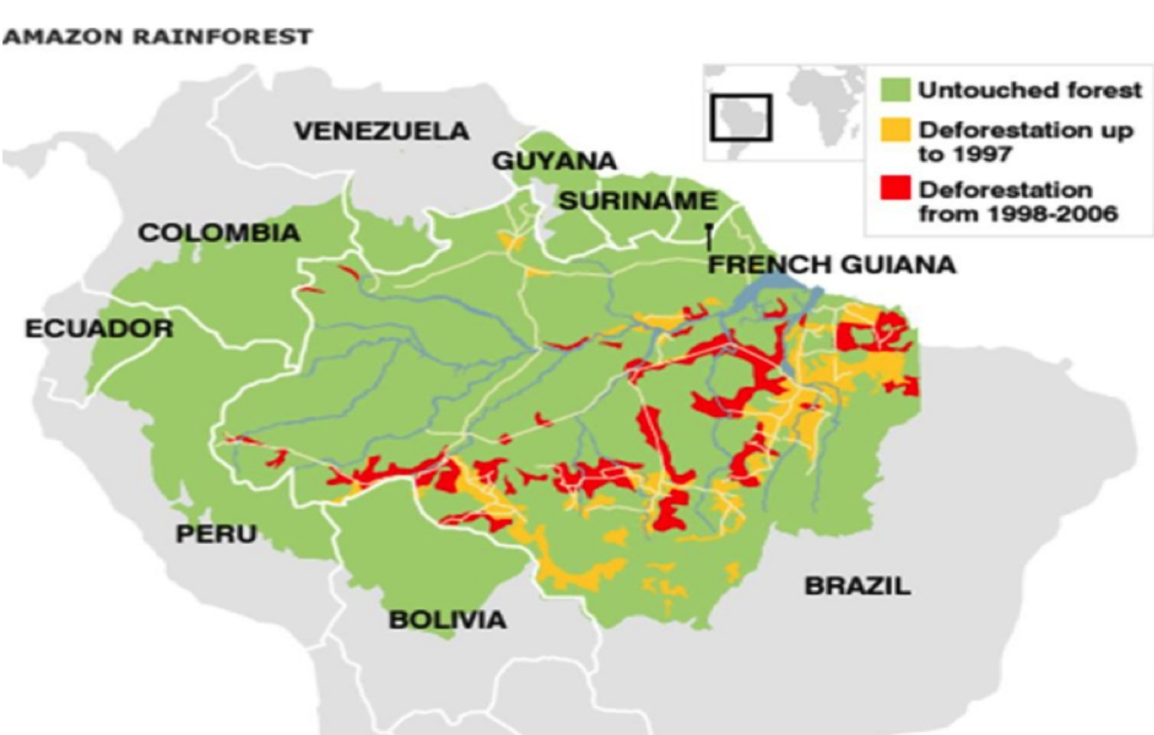
In an international review of scientists on the World's largest rainforest – Amazon was pointed out that humans are the cause of great disturbance in Amazon basin. Clearing of trees cause longer dry seasons, later leading to severe issues such as forest fires and droughts.

These below mentioned reasons have made a huge impact on amazon forests:

1. Agricultural expansion
2. Spread of human settlement
3. Deforestation

Do you know?

Sumatra (located in Indonesia) is the world's sixth largest island. The islands' tropical climate have created habitats that house thousands of unique species and the world's last remaining Sumatran tigers, orangutans, pygmy elephants and Sumatran rhinos. Borneo (located in Malaysia) is the world's third largest island, covering an area slightly larger than Texas.



Activity

How Amazon is affected by human activities? Write your findings with the help of your teacher or any other adult.

Constraints of living near coastal lands

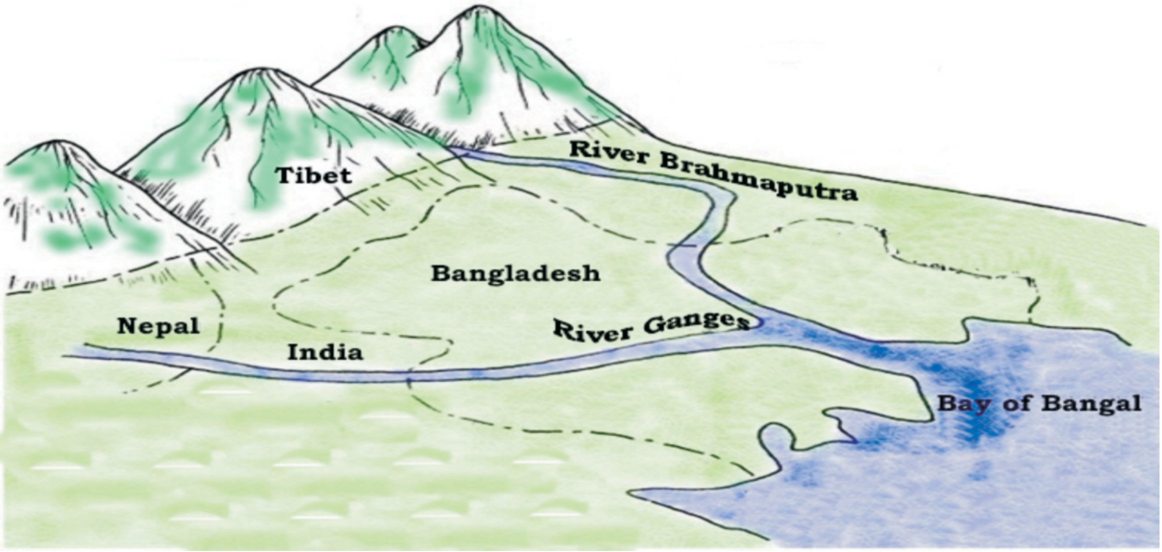
Modern constructions and recent technologies have led to a vast change in natural environment. The human activity has brought a serious threat to nature in terms of climate change. Climate change has resulted in an increase in sea level which may cause flooding or storms and high level of destruction. Scientists have claimed that a high level risk is being faced by coastal areas. At a rough estimate, more than 200 million people across world-wide live along coastlines less than 5 meters above sea level. By the end of the 21st century, this figure is estimated to increase to 400 to 500 million.

Activity

Classify physical and human causes that allow floods from the given picture and write them on black/white board after making two columns, Discuss ways of controlling human factors;

Some Causes of Flooding in Bangladesh

Monsoon climate brings heavy rain and snow. Soils are leached and heavy runoff results in soil erosion.



1. Spring Snow-Melt results in soil erosion and a rapid increase in river discharge.
2. Deforestation in Headwater Areas is due to increasing population in Nepal & Tibet. Trees cleared for fuel and grazing land. Less Evapotranspiration, more runoff and faster soil erosion. Landslides also occur.
3. Rivers silt-up due to increased soil erosion. This raises the river bed and reduces the capacity of the channel resulting in increased likelihood of flooding.
4. 80% of Bangladesh lies on a huge floodplain and delta. Most of which is only 1m above sea level.
5. Much of the Ganges has been diverted for irrigation purposes, this removes some of the silt and prevents the floodplain further downstream from being built up.
6. Cyclone (violent storms) frequently hit Bangladesh.

Activity

List four ways of controlling floods.

1-____________________

2-____________________

3-____________________

4-____________________

Activity

Read the information below and find similarities and differences between Life of people in the coastal regions of Bangladesh and Japan . Write your findings through a Venn diagram.

Life-style of residents in the coastal regions of Bangladesh

It is one the developing countries of Asia. Due to its geography, it faces cyclones affected by the climate change. The climate change has led to untimely rainfall, hotter summers and irregular monsoons. The flash floods cause damage to crops resulting in financial crisis for farmers and people living in coastal areas. The people are either homebound or migrate because of health issues (dengue, malaria, diarrhea), injuries and lack of opportunities.

Life-style of residents in the coastal regions of Japan

Japan is one of the developed countries of Asia. It is a mixture of old and new cities. It has cities with skyscrapers, subways, underground plazas etc. However, there is another side of Japan having in villages which are not completely rural. The villages which are located near urban settlements provide opportunities to commuters and industrial workers. Problems like environmental pollution, constant menace, earthquakes and floods are also faced by Japan.

SUMMARY

Asia is a highly populated continent with a wide range of cultural, political and religious identities. As world is becoming closer, it is necessary to have inter-cultural practices to maintain world peace and harmony. People are practicing a variety of life style in certain areas of this continent. Climate change is causing rise in sea level which results in floods, advancing of deserts and shrinking of deserts too. Arabian Desert is the largest desert in the continent with desalinization plants to meet the needs of water supply. Borneo and Sumatra are two best examples of tropical rainforests in Asia. However, many natural disasters occur due to deforestation for which human activity is to be blamed. Whereas, Bangladesh faces coastal flooding due to its low-lying feature. Therefore, it can be said the physical and human activities are responsible in effecting the environment and there is an urge need for us of do out bit.

END OF CHAPTER EXERCISE

Check your knowledge and understanding

Fill in the blanks

i. The two most populous countries of the world i.e China and________ are part of Asia.
ii. The major crop grown in Bangladesh is ______________.
iii. Borneo is located in _________________.
iv. The capital city of Malaysia is _________________.
v. _________________ is a process of removing salt from substance.

Answer the following questions

i. Suggest ways of protecting forests from deforestation.
ii. Write a note on economic activities of the people of Asia living in Arabian Desert.
iii. What do you know about climate change and its effects on people of Asia?
iv. Deserts lack water. What methods are used by local people of deserts to store water?
v. If you are given a chance to live a habitat of your choice, where would you prefer to live and why? Share reasons.

Use your inquiry/investigation skills

Complete the given table and analyze relationships among people, places and the environment by mapping information including trade patterns, governmental alliances and immigration patterns.

Physical feature	Occupation	Why is it important for the local people ?	Governmental alliances	Reasons for settling in a particular place
Desert				
Forest				
Coastal land				

Cooperate with others

Imagine yourself living in a rainforest. Which one do you prefer to live in? What would be possible activities of the people living here?

In groups, make a table on a chart and classify major natural (natural features of the land, vegetation, animals, and climate) and human environments (cities, farming areas) found on that rainforest.

CHAPTER:3 USES AND EFFECTS OF WATER RESOURCES

SLOs:

- List the sources of fresh water.
- Suggest ways in which water can be conserved by individuals and communities.
- Describe the water cycle (use the terms precipitation, condensation, evaporation, transpiration, run off through flow and ground water in the description).
- Explain how the water cycle affects river systems.
- Define the terms erosion, weathering, transportation and deposition.
- Describe the importance of rivers.
- Describe the effects of rivers on the landscape (e.g. weathering, erosion, transportation, deposition).
- Describe the upper course, middle course and lower course of a river.
- Describe the landscapes that are formed as the river runs its course (eg use the example of the Indus).
- Explain people's use of river in environments.
- Explain how people affect a river's flow.
- Describe how water can be beneficial as well as destructive.
- Explain how floods are caused.
- Identify countries in Asia that are affected by floods.
- Explain the process of rehabilitation of flood affectees in Sindh.
- Design a brochure for Sindh highlighting a strategy to minimize losses caused by floods.
- Explain why dams are built.
- Examine the social and human impact of large dams in Asia e.g. India's Narmada river and China's three Gorges dam project.
- Explain irrigation system and the major problems caused by irrigation in Pakistan.
- Describe the canal system and its types in Pakistan.
- Identify the causes of water logging and salinity.
- Highlight the measures taken by government to indicate the problems of water logging and salinity.
- Explain the functions of tube-well technology.
- Make a pamphlet for farmers on changing irrigation practices and identify benefits of these practices.
- Explain cyclones/typhoons and how they occur.
- Identify countries in Asia that are at risk from cyclones.
- Identify the causes and effects of water pollution.
- Suggest solutions to the problem of water pollution.
- Discuss the causes of drought.

Introduction

In this chapter, you will learn about fresh water, water cycle and uses of water. You will study about the flow of water and its problems such as flood, shortage of fresh water and effects of flowing water on human life and environment.

What is Fresh Water?

Freshwater is defined as water with a low concentration of salt — usually less than 1%. Water is the most common substance found on earth. It exists in all three types of matter: as a gas in the form of water vapours and steam, as liquid in the form of water and as solid in the form of ice.

Do You Know?

Water covers about 75 percent (%) of the earth's surface, in which 97% of water is in oceans and it is too salty for people, animals or plants to use.

- 2% water is frozen at the north and south poles in glaciers and on snowy mountain ranges.
- Only 1% is fresh water but not all of it can be used.

Sources of Fresh Water

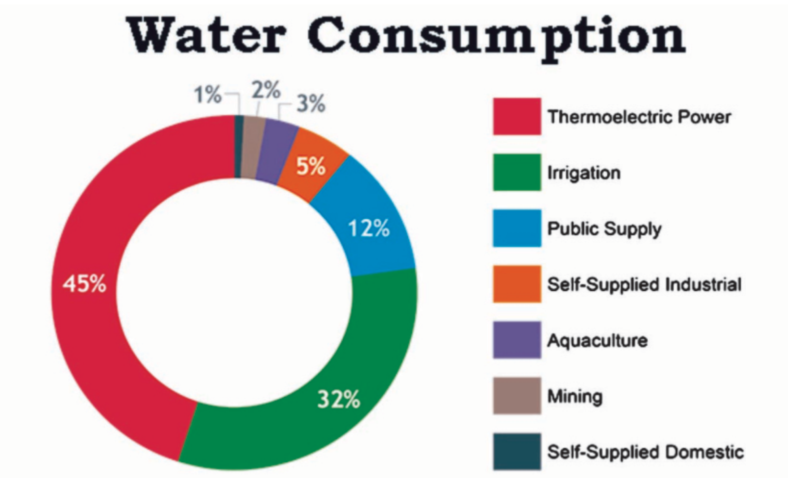
There are two major sources for fresh water:

Ground Water - Water that is found in thin aquifers (layer of soil that absorbs water) under the earth's surface is known as ground water. This water is generally found around 2,000 feet deep in the Earth.

Surface Water – Water that is found on the surface of the earth is known as surface water. Water in streams, rivers, lakes, reservoirs and glaciers are the examples of surface water.

Water Consumption

Imagine a world with no water at all. Would you be able to drink it, bathe, and swim and so on? Look at following graph that shows water consumption. You can see that the amount of water is used in a number of ways such as to grow crops, to manufacture goods and to keep businesses running smoothly. We also use a significant amount of water to meet the nation's energy needs.



Why Is Conserving Water Important?

The Earth has abundant water, but in fact less than 01 percent is available for human use. Demand of fresh water resources is increasing day by day due to increasing population, while the supply of fresh water is always constant. Although, water cycle continuously returns water to the Earth, it is not always returned to the same place or in the same quantity and quality.

Do You Know?

Humans depend on natural resources and water is the most valuable natural resource. If we continue to waste and pollute water, we will destroy all lives on earth including human life.

Activity

Draw posters individually or in groups to suggest ways in which water can be conserved. Show individuals and groups of people being wise with water. Share/present your posters with school mates to help them to understand how they can contribute to conserve water.

Teachers' Note: Teachers will ask students to suggest how we as an individual can save water. For example, we should try to consume minimum water for bathing etc.

How Is Water Recycled?

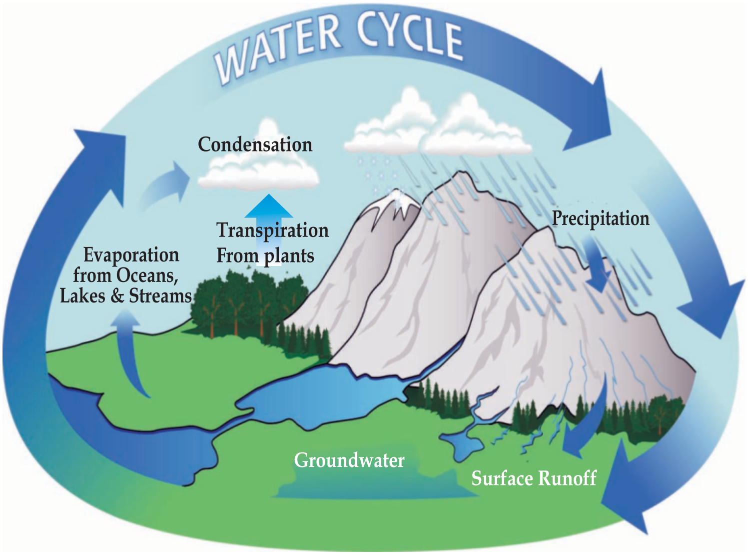
The water cycle has been working for billions of years. The water cycle describes the existence and movement of water on, in, and above the Earth. Earth's water is always in movement and is always in changing states, from liquid to vapours to ice flakes and back again.

Look at the picture (on next page); you see that water cycle starts with **evaporation**. It is a process where water at the surface turns into water vapors as gas. Water absorbs heat energy from the sun and gets changed into vapours. Water bodies such as the oceans, the seas, the lakes and rivers are the main sources of evaporation.

As water vaporizes into water vapors, it raises up in the atmosphere. At high altitudes, the water vapours change into very tiny particles of ice flakes/ water droplets, because the temperature at a high altitude is low. This process is called **condensation**. These particles come closer to each other and form clouds and fog in the sky.

Then, the water droplets combine to make bigger droplets. When air cannot hold bigger droplets any more, it precipitates. The clouds pour down as precipitation due to change in wind or temperature. As, at high

altitudes, the temperature is low, the droplets lose their heat energy. These water droplets fall down as rain. If the temperature is very low (below 0 degree), the water droplets fall as snow.



As water precipitates, some of it is absorbed by the soil and used by plants. This water enters into the process of **transpiration**. Transpiration is a process almost similar to evaporation in which water is turned into water vapours by the plants.

As the water on the soil pours down, it leads to **runoff**. Runoff is the process in which water runs over the surface of earth. When the snow melts into water, it also leads to runoff. As water runs over the ground, it displaces the surface of soil and takes away /moves the minerals to the stream. This runoff combines to form water channels and then rivers. It ends up into lakes, seas and oceans.

The water that does not flow into the rivers, it moves deep into the soil. This is called **infiltration**. The water seeps down and increases the level of ground water table. It is called pure water and is drinkable.

How Water Cycle Affects River Systems?

A river is very important part of the water cycle which carries rain water back to the sea. Rivers can run for many hundreds of miles to reach sea or ocean. Not all the water flowing down the rivers is returned to the sea or ocean. Some of the water that we use in/at our homes, schools, shops, offices, factories etc, comes from rivers. When we use water, we remove it from the natural water cycle and return it to rivers via sewage treatment systems.

Actions of Water:

Erosion



Erosion is the action of water, wind or ice that removes sediments of soil, rock, or dissolved material from one location to another.

Weathering



Weathering is breaking down or disintegration of substances such as rock and minerals by physical or chemical processes. It is the gradual destruction of rock under surface conditions, breaking it down into progressively smaller pieces.

Transportation



Transportation is defined as a movement of eroded particles of rocks by wind, water or ice.

Deposition



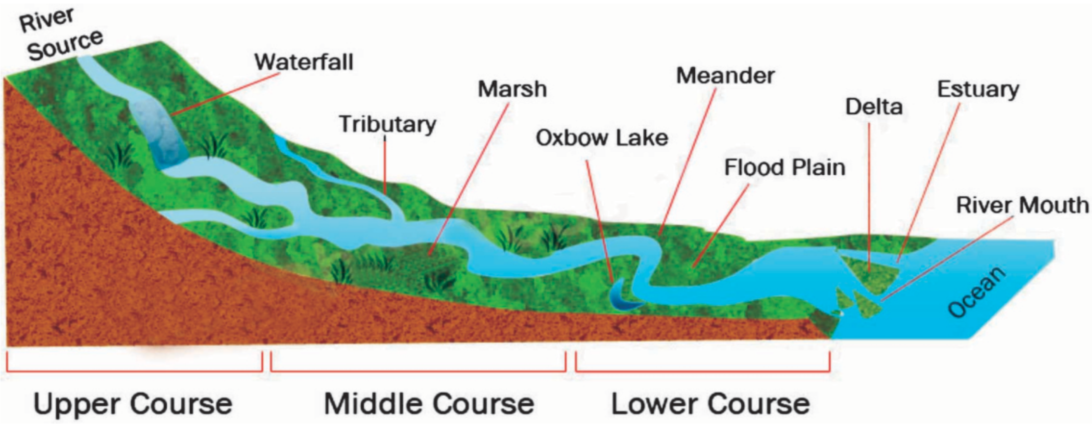
When rock particles carried by water, ice or wind are deposited (dropped) in another location is called deposition.

Why are Rivers Important?

Rivers are extremely important to our society. They provide us with drinking water and irrigation water, help to produce electricity, and allow us to transport material and food by water. These are some of the reasons that major cities and civilizations in the world were established next to a major river. Indus Valley Civilization near River Indus and Cairo on the Nile are the examples.

Courses of Rivers

Rivers are flowing water bodies and found in every continent (except Antarctica). Most of the rivers begin/origin on the hills or mountains. Rivers flow down to the sea and end there. Basically, a river has three parts that are called as courses of a river.



Courses of a River

Upper Course	Middle Course	Lower Course
The upper course of a river is often in steep mountainous areas. This section of a river is cold, clear/clean and fast-flowing. When the river flows down through the upper course, the river channel becomes narrow. This creates vertical erosion forming a V-shaped valley. Waterfalls are also usually formed at this stage.	Rivers often flow in meander (follow a winding path) along with their middle course. It is less steep and has a moderate flow of water. Here, the transportation of carried away particles continues and the bottom becomes a mixture of silt and mud known as deposition. At this stage, small meanders or bends and small flood plains can be formed.	It is a course where the river flows gently because of its gentle slope, and it looks like a lake habitat. This winding lowland part of a river contains muddy and slightly warmer water, which flows more slowly. Plants grow in the bed of the river and at its edges. Mainly, deposition takes place here. Larger meanders and larger flood plains as well as oxbow lakes can be formed at this course/stage.

Landscapes Formed by Rivers

There are following landscape features specifically formed by rivers:

V-shaped Valleys: Rivers flow through V-shaped valleys in their upper course. V-shaped valleys are usually found in the mountains and hills. They often have very steep sides. They are formed by erosion. The river carries stones and rocks in its water. The force of the water and the grinding of rocks and stones cut down into the river bed to carve out a valley. Over the time, the valley becomes deeper and wider.


Skardu Valley formed by River Indus

Meanders: Meanders are the curves or bends of a river. They are formed over the time when a river flows around obstructions across a wide valley or flat plain, usually in the middle section of the river.

Oxbow Lake: It is formed when a meander loop gets cut off from the rest of a river. It creates a crescent shaped lake to the side of the river.

Braided Channels: These are a network of small channels. They are formed when the material is deposited from the river causing thinner channels of the river to divert around the deposited material (known as braid bars). These are rarely permanent features and they are frequently altered during flood season.

Flood Plains: An area along the sides of a river which, over time, has been covered with sediments deposited from the river. The sediment which is deposited is called alluvium. During flood season, the flood plain, which tends to be very flat, is likely to be flooded. Adjacent areas of River Indus is its example specially areas of Sindh and Punjab.

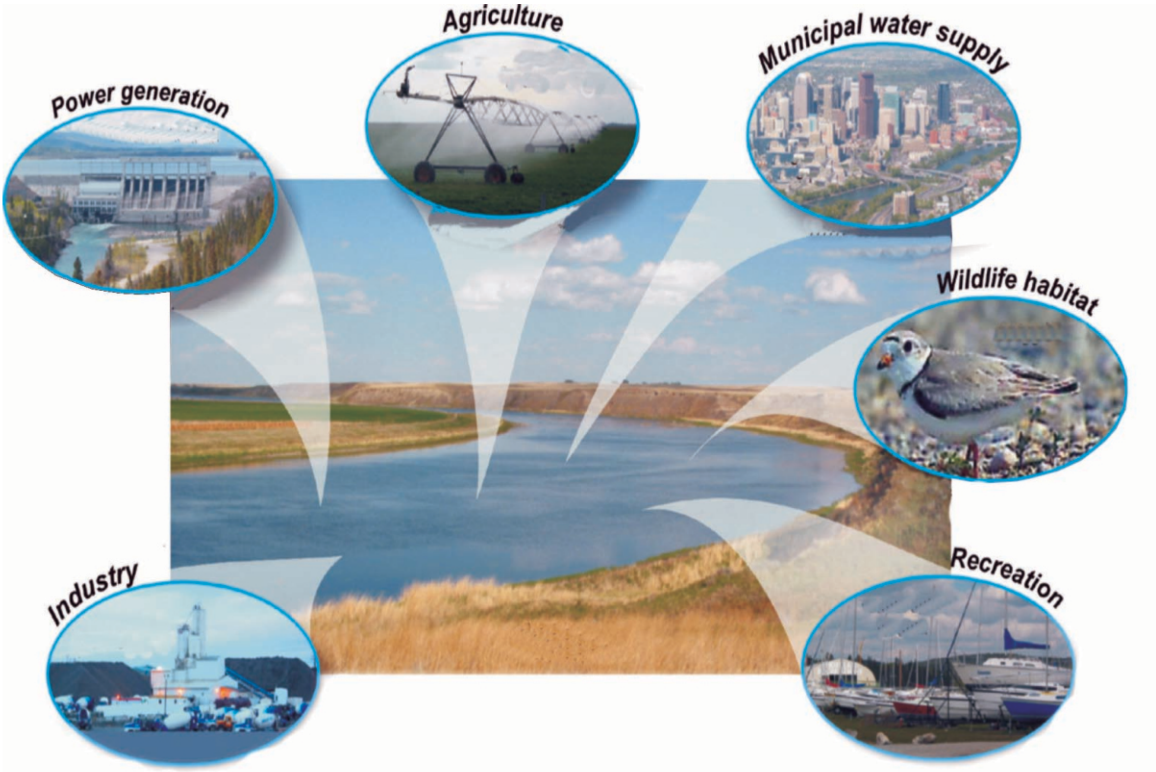
Delta: Look at the figure (Courses of a River) at previous page. It is an area of low flat land, an extension of the flood plain, and often shaped like a triangle where a river splits into smaller rivers as it enters a loch or sea. Deltas are formed when the tides have less impact on the river. Well known examples of deltas include the River Ganges and the Indus Delta.

Estuary: It is where the river mouth widens out and meets the sea. Freshwater from the river and salty sea water are mixed in an estuary. The sea's tidal currents remove much of the sediment from the river mouth and transfer it to the sea. Examples of Estuary Rivers in Scotland include the Rivers Tay, Forth and Clyde.

Alluvial Fan: A large and low, fan shaped deposit of material deposited by a stream,when it flows from a hill or mountain onto a flatter plain. They are found in Northern parts of Pakistan.

How People Use River?

You have studied how important rivers have been to human lives. Rivers have been important in helping people to travel across Earth, especially before modern roads were constructed. People have been producing the energy from rivers. Nowadays, many people use rivers for the purpose of recreation and many have formed groups to help to keep the rivers clean and protect them from damaging industrial pollution. Rivers give us life and help us to look after mankind. It is important that we reciprocate with sincerity.



Activity
Enlist the uses of rivers and explain their effects on human lives.

Teacher's Note
Teacher will hold a discussion on the uses of rivers with students. Then, the teachers will ask students to find out from any available resources individually about the uses of rivers and their effects on human lives, Later, the students will share their findings with the classmates through presentations

Human Activities Affecting River

Damming: Dam is a great renewable source of power generation, but it may destroy river ecosystems downstream. Damming can also be an effective flood control measure to ensure that towns and neighborhoods are safe. Simultaneously, it can obstruct the path of migratory fish and disrupt the life cycle of many different areas.


Dam

Channelising: It is a process to modify a stream or river into a pattern other than what may be its natural meandering. It has a major effect on floodplains.


Channels of a river

Dumping: Storm drains flow directly into the river. Many people don’t realize that it makes water "unclean". Discarding materials flow into a river, such as careless disposal of trash and waste pollute rivers. Besides, car oil or antifreeze also pollutes rivers.


Dumping

Domestic Animals: Waste from livestock can be washed into rivers, adding excessive nutrients and illness causing bacteria simultaneously. Pet waste can also be a problem, but they are more likely to impact the wildlife of the river by chasing or hunting.

Water is Beneficial as well as Destructive

Water is one of the most powerful forces of nature. It is a fact that water is our saviour, but water can also be our foe. Water can save lives but it can take lives too. On one hand, it can power underwater turbines that produce electricity. It provides oceans for coral reefs, fish and other sea life. On the other hand, water can be destructive in the form of hurricanes and tsunami. Sometimes, there is no much time for prevention and precautionary steps. It damages to life and property.

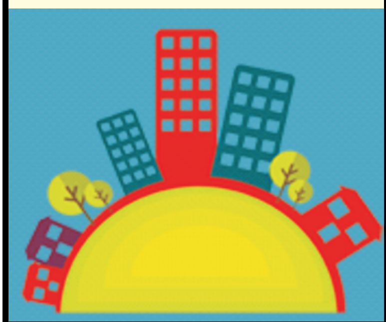
Water in the form of heavy rain can cause floods. People get trapped into floods. Floods have the most devastating effects. Around 180 million people in Pakistan and China were affected by floods in 2010.

How Floods Occur?

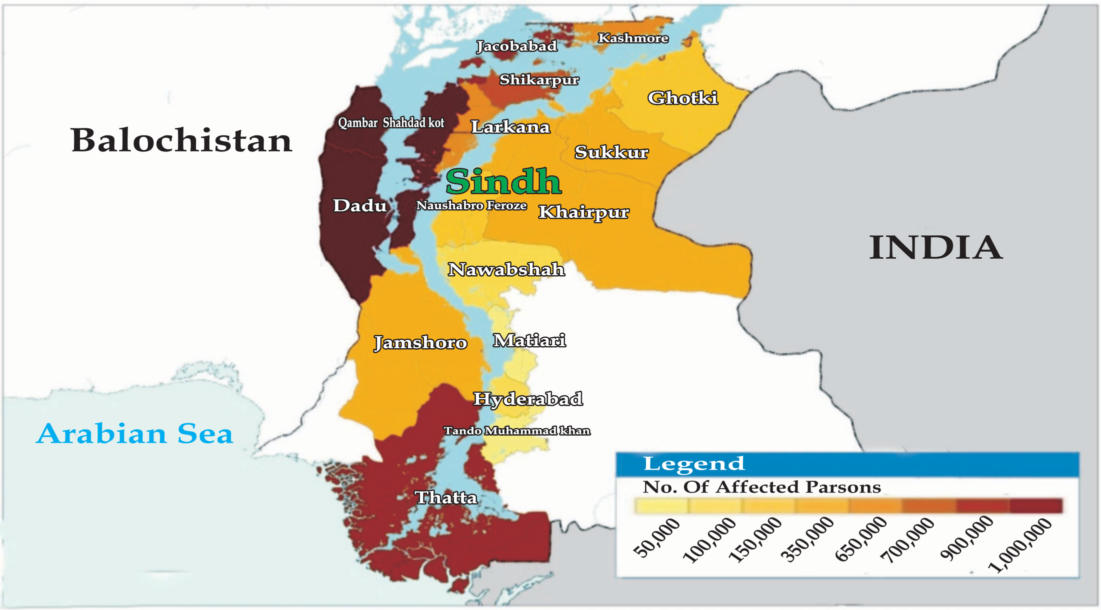
A flood occurs when water overflows or inundates the land. Flooding occurs most commonly from heavy rainfall when natural water courses do not have the capacity to convey/transport excess water. However, floods are not always caused by heavy rainfall rather, it can also occur when a river's discharge exceeds the capacity of its channel to carry heavy flow of water from melting glaciers.

Causes of Floods

Flooding may be caused by a number of factors such as:

Increased Urbanization	**Bad Farming Practice**	**Deforestation**
		
Increased urbanization has reduced the ability of land to absorb rainfall through the introduction of hard impermeable/ non porous surfaces. This results in increase in the volume and rate of surface run-off as the less water infiltrates in the ground.	Some farmers have caused soil and water to flush into rivers by leaving fields bare and compacting land with cattle and heavy machinery. Even, choosing the wrong direction to plough can cause flooding.	Deforestation (cutting of trees) is responsible for loss of vegetation and soil. The vegetation holds down/intact the soil which acts as a sponge and absorbs more water when it rains.

Pakistan Floods: Sindh Province-Flood (2010)



Flood Control Remedial Measures

- Any new settlements in the flood plains must be prohibited through legislation and there must be strong enforcement of those legislations.
- Level of all the critical bridges must be raised.
- Bridges should be repaired, if required to allow the flood water to pass easily to avoid the collapse of bridges.
- All the three barrages; Guddu Barrage, Sukkur Barrage and Kotri Barrage should be properly maintained and standard operating procedures must be developed and followed.
- De-siltation (removing silt from the barrages) through all the available and feasible techniques must be carried out to increase the storage capacities of these barrages.
- Early warning system should be fully developed and it should ensure timely, accurate and clear messages.
- Forestation (plantation) should be carried out on emergency basis to stabilise the soils, decrease landslides and siltation in the reservoirs.
- Levees (Bunds) should be properly maintained. During 2010 floods, an avulsion was caused by breaching of the *Tori* Bund, which resulted in huge damages. Awareness raising campaigns should be introduced at local level about how to deal with floods.

Activity

Search on the internet about precautionary measures taken in an Asian country during flood. On the same pattern, design a brochure for Sindh highlighting a strategy to minimise losses caused by floods.

Teacher's Note

Teachers will help students to recall names of Asian countries and give freedom to design a brochure. However, students should be guided about technical aspects of brochure.

Why are dams built?


Tarbela Dam

Dams are usually constructed to store water in a reservoir, which is then used for a variety of purposes such as irrigation and municipal water supplies. Reservoir water can also be used for production of electricity. This electric power is considered a renewable source of energy because the reservoir water that is used to generate electricity is continuously refilled.

Social and Human Impacts of Large Dams

According to the World Commission on Dams, large dams have forced about 40-80 million people to move from their lands in the past six decades. Indigenous, tribal and peasant communities have been particularly affected. The dams have affected people economically, culturally and psychologically.

In addition, millions of people have lost land and homes due to the canals, irrigation schemes, roads, power lines and industrial developments that are associated with the dams. Many people have lost access to safe drinking water, food sources and other natural resources in the surrounding areas of dams. Also, millions of people have suffered from the diseases due to dams and large irrigation projects. Besides, the people who live in downstream of dams, have suffered from the hydrological changes because of dams.

Activity

Prepare a poster while working together in groups of 5 students about the social and human impacts of large dams in Asia particularly India's Narmada River Dam and China's three Gorges dam project and present it before the class.

Impacts	Three Gorges Dam	Narmada River Dam
Social Impacts		
Human Impacts		

Teacher's Note

Teacher will help students to have different group members than the previous activities. Each group will be asked to work upon one of the dams, but both dams should be done by the class.

Irrigation System of Pakistan

Irrigation is the man-made supply of water to the land to encourage vegetation. It is a substitute for inadequate or inconsistent rainfall and is extremely essential for the regions with insufficient water to improve crop output. In Pakistan, 75 percent of the agricultural land is under irrigation. There are three major water sources in Pakistan i.e. rain water, ground water and rivers.

Rivers	Rain Water	Ground Water
The average annual flow of Pakistan's Rivers is approximately 142 million acre feet (MAF). About 104 MAF of this water is diverted for irrigation purposes and about 35 million acre feet outflows to the Arabian Sea.	Another source of water is the rain fall. Irrigated areas of Indus Basin receive on average 40 million acres feet of water annually.	The third source of water is the ground water. It provides approximately 40 percent of crop water requirements of the country.

Means of Irrigation In Pakistan

The following means of irrigation are practiced in various areas of our country:

1. Wells or Tube-wells

Well irrigation is a traditional method of irrigation and it is common in the vicinity of rivers where the water-table is high. They are found all over the plains where canal water is not available and water table is high enough for their construction. On the other hand, in areas where the water table is low and cheap electric power is available, tube wells are used. Tube well is one of the modern methods of irrigation.

2. Canals and Canal System

Indus River System is the largest River Irrigation System of the globe. About three-fourth of the agricultural land of Pakistan comes under this canal system. At present, Pakistan has three large dams and eighty five small dams in this system. These dams are controlled by 19 barrages. A total of 57 canals are included in this system. Among these, 12 are linked and 45 are other canals.

Linked canals supply water from a river to other river to increase the flow of water. Marala-Ravi is one of the linked canals. In Pakistan, canals are the most popular means of irrigation as they supply plenty of water at a very cheap rate. The canals found in our country may be divided into the following types:

Perennial Canals	Perennial canals supply water to their commanded areas from dams and barrages throughout the year. Most of the canals of our country are of this type.
Non-Perennial Canals	These canals run only during the rainy season. They are closed down during winter season when there is not enough water in the rivers.
Inundation or Flood Canals	These canals work only during the rainy season when the rivers have a plenty of water, because no dam or barrage can be built at their heads. They help in reducing the flood water and save the area of many dangers. Many old canals from the Indus and Chenab rivers are of this type.
Karez	Short underground canals are called Karez. They carry the water which is soaked into the ground or at the base of the mountains and supply to the fields and villages. As the canals are underground, water is wasted by evaporation. It is practiced in Quetta and Pashin districts.

Water Logging and Salinity

Water logging and salinity is mainly the outcome of canal irrigation in Pakistan. Water is available throughout the year due to the introduction of perennial canal. This resulted in the rise of water table which is called water logging. As a result, the salt in the soil also rises to the surface with water table. Subsequently, water is evaporated and the salty patches are left behind, that is called salinity. It has affected about 3.5 million hectares of agricultural land of Pakistan and became the useless for agriculture.

Solutions to water logging and salinity

In order to overcome this problem, following remedial measures are to be taken to put an end to water logging and salinity:

- Lining the canal (cemented canals) to control seepage of water.
- Canal closure temporarily and opening them on need basis, it will reduce the absorption of water by soil.
- Installing tube-wells to lower water tables, as it takes out water fast and in huge quantity.
- Planting Eucalyptus trees as their roots absorb more water going deep down and the plants can survive in salty water.

Activity

1. Visit a barren land of your area/ village and ask farmers about the causes of water logging and salinity.
2. Also, enquire about the remedial measures taken by the Government of Pakistan to address water logging and salinity in Sindh. Prepare post cards of causes and solutions and highlight in the class.

Teacher's Note

Teacher will arrange the visit if possible, otherwise any student who have the exposure to these issues and their solutions will share knowledge/ experience/ observations with classmates.

Functions / advantages of Tube-Well Technology

Following are the main functions/ advantages of tube well technology:

- Tube well technology is meant to extract ground water by mechanical means.
- Its scope is wider; it takes out water with much speed. The water obtained through tube wells can be brought to larger area.
- It is a reliable source of irrigation.
- It can provide water to the fields throughout the year.
- Crops can be grown in areas with a low rainfall with the help of tube wells .
- Tube wells don't require much space for its installation.
- It is time saving as it can be constructed quickly.
- Generally, a good quality water can be obtained through tube wells.



Tube well

Activity

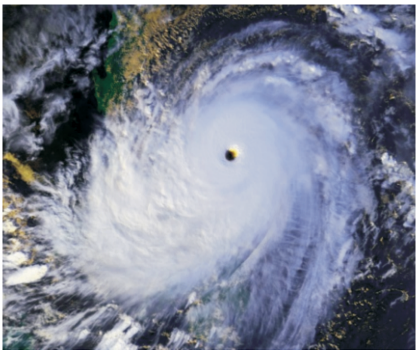
Explore more advantages and disadvantages of tube wells by asking from farmers and make a pamphlet for farmers on changing irrigation practices. You should identify benefits and issues of these practices by searching on the internet and present before the class.

Teacher's Note

Tell students about the latest irrigation trends and encourage them to find out benefits of these trends.

What is a Typhoon?

A typhoon is a type of large storm system having a circular or spiral system of violent winds. The winds spiral around a region of low atmospheric pressure and cause heavy destruction. Typhoon has an ***eye*** that is a region of air with no clouds having a few tens of kilometers in diameter. The energy that encourages typhoons comes from the evaporation of warm ocean water. The water vapors rise to the top of the typhoon along the sides of the eye, then condense into clouds. Warmer ocean water produces more powerful typhoons which can grow into "super typhoons".



Typhoon with Eye

Do You Know?

Hurricanes, cyclones and typhoons are all tropical storms. They are all the same things but are given different names depending on where they appear.

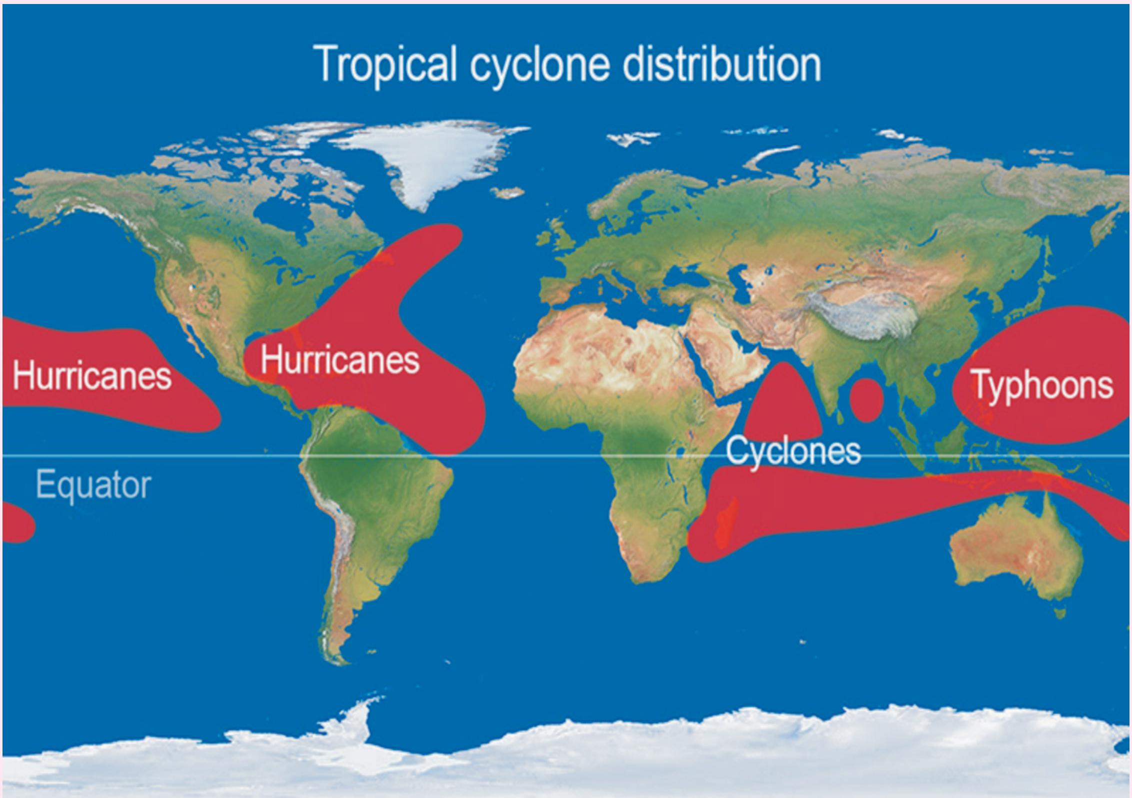
Hurricanes are tropical storms that form over the North Atlantic Ocean and Northeast Pacific.

Cyclones are formed over the South Pacific and Indian Ocean.

Typhoons are formed over the North-West Pacific Ocean.

Activity

See the map given below and identify countries in Asia that are at risk of cyclones. Name the sea and ocean where it is generated.



Teacher's Note

Teachers will facilitate students to recall the location of Asia.

What is water pollution?

Water pollution is the contamination of water bodies (e.g. lakes, rivers, oceans, aquifers and ground water). When pollutants are discharged directly or indirectly into water bodies without treatment, it pollutes the water and it is called water pollution.



Water pollution

Activity

1. Identify the ways through which water is contaminated in your community.
2. Work together in group of 4-6 students and suggest how water pollution can be stopped in your area.
3. Discuss where your family members work. How can they help to reduce water pollution?

Teacher's Note

Encourage students to share their parents' professions and ask them to take interview of their parents. Parents should share how their profession can be helpful to overcome water pollution.

What is a Drought?

Drought is defined as the state of absence of water for a long period of time along with high temperature at a place where it is considered 'not normal' as compared to its usual conditions.



Drought in Sindh in 2001

Causes of Drought:

Lack of Rainfall (precipitation)

Droughts can occur when there is the lack of 'expected' precipitation (rainfall and snowfall).

Surface water flow

Some regions are also well distributed with surface water (streams and rivers). These surface waters may dry if the flow from their sources is affected. For example,North-East Punjab in Pakistan,suffered drought in early 1950s as a result of water blockage from India. Hydro-electric dams and irrigation systems are some of the economic activities that can reduce the amount of water flowing to other areas downstream.

Human factors

Forests play a key role in the water cycle. They help to reduce evaporation, store water and also contribute to atmospheric moisture in the form of transpiration. When the trees are deforested (cut down), surface water is exposed to more evaporate. It also reduces the ability of the ground to hold water and makes it easier for desertification to occur.

> **Do You Know?**
> Desertification is a process that turns fertile land into a desert.

Global Warming

It is on record that human actions have contributed more to greenhouse gasses in the atmosphere. As a result, there are warmer temperatures which result in more dryness. These conditions also tend to speed up drought conditions.

SUMMARY

In this chapter, you studied that fresh water is essential for every life specially humans. Water cycle returns the water to the sea but, it is not in same quantity nor in quality. It affects river system too. Every river has three courses and every course has a different feature and a different function. Moreover, you also learnt about various problems related to water, tropical cyclones, flooding and drought that affect human lives.

END OF CHAPTER EXERCISE

Check your knowledge and understanding

Fill in the blanks

i. The process where water turns into water vapors is called_____________.

ii. The process where water runs over the surface of the earth is known as________________.

iii. There are three major water sources in Pakistan i.e. rain water, ______________ and rivers.

iv. __________________ is the man-made supply of water to the land to encourage vegetation.

v. Weathering is a process in which ____________________________.

Answer the Following Questions

I. Describe Water Cycle in your words with illustration.

II. How floods occur? Suggest ways that can be adopted to mitigate it.

III. How do people use and contaminate water?

IV. Define the following terms:

A. Erosion B. Transportation C. Deposition

V. Compare the following:

Upper course	Middle course	Lower course

Use your Inquiry/ Investigation Skills

Search on the internet about the countries in Asia that are affected by following natural disasters:

Sr. No.	Floods	Cyclone

Teacher's Note

Encourage students to use encyclopedia, internet and newspapers. Try to use newspapers in your classes and pick up information from there. If the school has resources, the videos on water and its related topics can also be shown to students to improve their learning and develop their interests in Geography.

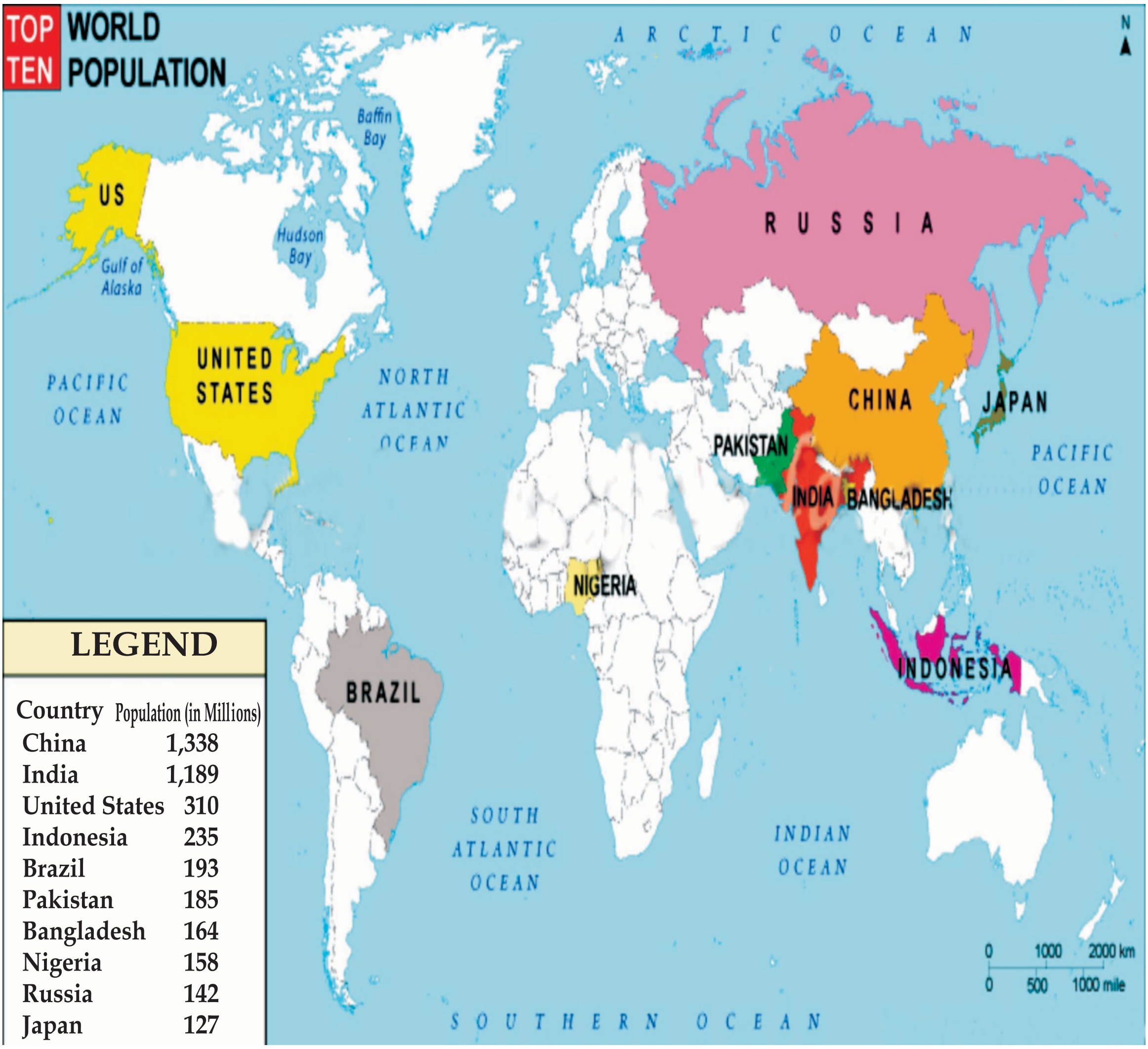
CHAPTER :4 THE MOVING PEOPLE – MIGRATION AND SETTLEMENTS

SLOs:

- Locate on a world map the major population areas and the physical features of these areas.
- Explain the relationship between population distribution and the natural environment.
- Define migration, emigration and immigration and differentiate between emigration and immigration
- Identify the reasons for emigration and the countries to which Pakistanis emigrate.
- Identify the countries and reasons for which people immigrated to Pakistan (eg. 1947-1950 India, 1980s Afghanistan.
- Inquire into families from your community that have emigrated and find out why and where they have emigrated.
- Differentiate between voluntary and forced migration.
- Define the term refugee.
- Give reasons why refugees are forced to leave their homes.
- Give reasons why people may move from one place to another.
- Define rural-urban migration.
- Explain the rural push factors and the urban pull factors.
- Explain how migration affects different countries.
- Define the term settlements and identify different kinds of settlements.
- Discuss the benefits and problems of settlement growth.
- Identify factors that influence the location of a settlement.
- Describe how sites for early settlements were chosen.
- Describe different settlement patterns (e.g. dispersed, nucleated, linear).
- Explain the different functions of settlements.
- Explain how settlements change.
- Identify the best location for a settlement on a site map, reach consensus and present decision.

Introduction

In this chapter, you will learn why people move from one place to another and you will be introduced to the concepts of human settlements. You will learn the concepts of migration, immigration and emigration. You will be introduced to the recent people movements in Indonesia and Syria. This chapter will provide help in understanding the concepts of settlements both urban and rural, their types (nucleated, dispersed linear) and how settlements convert into villages, town and cities. Different functions of settlements will also be discussed. You will explore the main functions of people living in a particular settlement.



World Population

Source: www.google.com

In the above world map, you can locate continents and you can identify the highly populated countries. In the previous chapter, you have learnt in detail about the physical features of Asia. In this chapter, you will find connections between size of population and the physical environment.

You will notice that when so many people move from one place of living to another, the place where they find refuge makes its population dense. The table below (On next page) explains high density population due to physical factors:

Physical Factors	High Density
Relief (shape and height of land)	In areas of high population density, the land is often flat and low lying which encourages settlement development. Land like this is easier to build on and goods are easier to transport. In areas of low population density, the land is often rugged, steep and high above sea level. Low land which is flat e.g. Ganges Valley in India.
Resources	Areas rich in resources (e.g. coal, oil, wood, fishing etc.) tend to densely populated e.g. Western Europe.
Climate	A climate which is not too extreme in either direction often encourages the greatest settlement growth. Areas with temperate climates, tend to be densely populated as there is enough rain and heat to grow crops e.g. UK
Vegetation	If the vegetation is low lying; it encourages settlement.
Water	Access to a fresh supply of water is vital for determining the density of an area's population. If the water supply is good, high population densities will be found.
Soils	If the soil is rich and fertile; the population density is often high as people are able to yield good crops.

Population and Natural Environment

It would be unfair to put entire blame on population for degradation of environment. There are some other contributing factors to the decline of environment, which include high levels of consumption of natural resources, growing industrialization and inappropriate government policies.

Activity

Name natural and man-made resources found in your area.

Natural 1) ---------------2) ----------------3)--------------4)---------------------

Man-made 1)---------------2) -------------3) --------------4)--------------------

Read this text to help in preparing your actions:

More people demand more resources and generate more waste. Clearly one of the challenges of a growing population is that the presence of so many people sharing a limited number of resources and puts a lot of demand on the environment.

Impact of Migration on Global Environment

Earth's population has been increasing in large number. In many ways, this increase is good news for humanity: child death rates are declining, life expectancy is increasing and people on average are healthier and better nourished than at any time in history. However, during the same period, changes in the global environment have begun to increase. The following table will help you to understand changes:

Features	Changes
Geography	Climatic change and land use change.
Environment	The pollution has increased.
Economics	Resources are decreasing.
Social	Cultural integration.
Technology	Machines have taken over human force.

Activity

Read the given grid and write actions for improving the environment of your area in which you live in?

Effect on the environment	Population Distribution	Actions I/We can take
Lifestyle and Consumption patterns	Over populated areas -big cities	
	Sparsely Populated areas – villages /towns	
Greenhouse gas emissions drops (global warming)	Over populated areas -big cities	
	Sparsely Populated areas – villages /towns	
Pressure on resources such as water, food and energy	Over populated areas -big cities	
	Sparsely Populated areas – villages /towns	
Pollution deforestation	Over populated areas -big cities	
	Sparsely Populated areas – villages /towns	

Migration, Emigration and Immigration

When people move from one place of living to another place to live in, it is called **migration**. Migration is probably as old as mankind. However, rapid development and population pressure has changed the causes of migration.

Many people migrate across the geographical boundaries of the country in the search of better job and social status in the society. It is called **migration by choice**. **Emigrate** is to leave a country for a long time or permanently. **Immigrate** is to enter a country to live there for a long time or permanently. Others are forced by governments to leave their homes for the time being due to military operations, natural disaster or any political reason, this is **Forced Migration**. Such moving people are called **internally displaced persons** (IDP). People who migrate from their homelands due to war and terror situation and uncertain circumstances of their country are called **Refugees**.

Activity

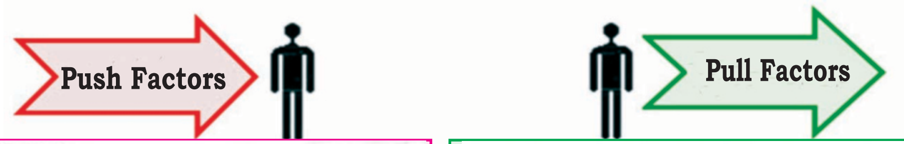
Discuss and differentiate between the concepts of emigration and immigration. Also, discuss about voluntary and forced migration in the class. Now, present it before the class.

Teacher's Note

The teacher should make groups of students and engage them in debate about advantages and disadvantages of emigration and immigration.

Pull and Push Factor for Migration

It is a condition in which people are forced to move away from the place in which they live in; for example, ill health, lack of jobs or lack of better living facilities. The opposite of push is pull, which means those places which can offer people a settlement with basic facilities; like electricity, water, health, education and jobs for making a living for themselves.





- Population pressure
- Poor infrastructure
- Inadequate job offer
- Bad educational chances
- Poor health care
- Ecological problems
- Natural disasters
- Social compulsions



- Improvement in the standard of living
- Better health care and availability of services
- Varied employment opportunities
- Higher wages
- Quality of education
- No social compulsions
- Future prospects

In Pakistan, we observe skilled and educated people migrating to other countries like Saudi Arabia UK, USA, China and Dubai. In order to stop the migration of trained and educated people, government needs to provide suitable job opportunities and incentives to keep highly trained and educated people within the country, so that they do not emigrate.

Do You Know?

Pakistan came into existence in 1947 and during independence, a large number of migrations were observed from Pakistan to India and form India to Pakistan. Almost, 10 million people were on the move in the Indian sub-continent. This was one of the mass level migrations in the history of sub-continent.

Currently, the total number of Pakistani migrants is about 07 million around the world. Most of them are living in the richer Western countries. While, more than 2 million live within Middle-East.

Activity

Name the countries in Asia where the people of Pakistan migrate in large numbers.

If you have a choice to go to another country, which one will you choose and why?

Internal Migration (Movement within the City / Village or Cities)

People migrate from villages to cities in order to settle permanently is called internal migration.

> **Activity**
> Can you think of at least three reasons for internal migration?
> Check with your family, how many times have they moved from places and why?

Rural –Urban Migration

When rural population migrates to urban areas, new housing and services like water, drainage, electricity and roads are provided by the local governments. On one side, rural–urban migration adds to increased number of people, creating problems for other urban residents. But, on the other side urban capacities are increased. Increased number of people, if are employed and can work to improve in the economic growth of a place.

Population of a place does not remain same, but keep on changing. This change is because of several factors that lead people to move from one place to another. We will first look at the movement of people from rural to urban. In your view, why do people move from rural to urban areas?

People move because of economic reasons, to earn a better lively hood. Rural people migrate for a better standard of living including long-term employment and the availability of business opportunities that could improve their quality of life.

People move because of crop failures, floods or even famines in a particular area. The causes could also be social, such as a desire for better education for their children and improved health care facilities. It also includes, work on weekly bases with a day off in contrast to working seven days on the farms, or the availability of entertainment facilities. Often, the reasons are combinations of these factors.

> **Activity**
> In your surroundings, identify families that have moved from places in the recent 10 years. The text on rural –urban movement will help you to categorize the data.

Name of the family	Moved from	Moved to	Factors that pushed the movement	Any other remark

Internal Movement In Some Asian Countries

Countries /Continents	Movement Patterns
China	Massive flows from rural areas in the centre and West to the new industrial areas of the east (especially Beijing, Shanghai, and the Pearl River Delta) have created a "floating population" of 100 to 150 million people.
Asia(Continent)	In 2006, there were 3 million internally displaced persons (IDPs) including the 2.7 million in the Middle East, the main causes for people movements were conflict, violence, or human rights abuses.
Southeast Asia and Sub-Saharan Africa	Millions of people move back and forth between urban and rural areas to take advantage of income-earning opportunities.

Migration Trends In Asian Countries

Most Asian migration is of low-skilled workers, but mobility of professionals, executives, technicians, and other highly skilled personnel has grown in the last 30 years. The term "brain drain" is used to indicate the drain of skilled persons from one country to another in search of better working conditions.

An important emerging trend is the growth of highly skilled people movement within Asia. Regional migration flows are becoming far more diverse. India, Japan, Singapore, Taiwan, Korea, and Malaysia are all seeking to attract overseas professionals either on a temporary or permanent basis.

Activity

Keeping in view the trend discussed above, explain how migration affects different countries.

Refugee

A refugee is a person who is outside his or her country of origin or habitual resident because of a suffering (or fear) torture, on account of race, religion, nationality political opinion. A refugee can also be a member of a group ill-treated (social group) or because they are fleeing a war. An estimated 14 million people were displaced at the time, as Muslims in India fled to Pakistan and Hindus in Pakistan fled to India in 1947.

Do you Know ?

An **asylum seeker** is a person who has fled from his or her own country due to fear of torture/ persecution and has applied for(legal and physical) protection in another country but has not yet had their claim for protection assessed.(Germany is one of the most preferred asylum seekers' destinations in Europe and the whole world

An **internally displaced person** is someone who is living inside the borders of their own country, but is unable to safely live in their own home or region.

People of FATA (Pakistan) were IDPS in the year 2015 - 2016. They are returning back to their homes.



People migrating to Pakistan from India railway train overflowing with passengers.



Afghan Refugees



Syrian Refugees

At the end of 2008, war-torn Afghanistan — which caused millions of people first fled in 1979 when the Soviet Union invaded — remained the biggest global source of refugees, with 2.8 million (one-fourth of the global refugee population) in 69 different asylum countries according to the United Nations High Commissioner for Refugees (UNHCR). Pakistan hosted the most refugees of any country in 2008, with 1.8 million, nearly all from Afghanistan.

Do you know?

There are 19.5 million numbers of refugees in the world. Together with 38.2 million internally displaced persons, there are 59.5 million refugees, asylum seekers and internally displaced persons. In terms of refugee movements, East Asia and the Pacific countries were relatively peaceful in recent decades compared to the Middle East, South Asia, and Central Asia.

The Asia and Pacific region is home to 7.7 million people. They include 3.5 million refugees, 1.9 million IDPs and 1.4 million stateless people. The majority of refugees originate from Afghanistan and Myanmar. The Afghan refugee population constitutes the largest extended situation in the world.

Up to 96 percent of all Afghan refugees live in the neighbouring Islamic Republics of Iran and Pakistan, which have generously hosted them for over three decades.

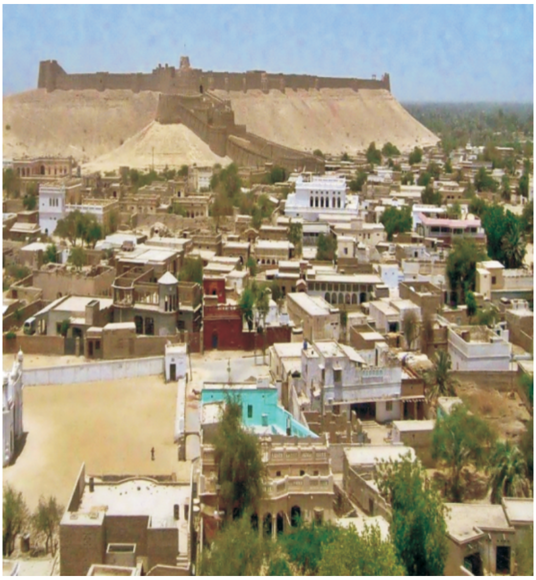
Activity

Discuss with your teachers or knowledgeable persons in your family/ area and ask them to provide you information that you can use to fill in the following table:

Moved from (Country)	Moved to (Country)	Reason

Settlements and Urban Growth





Look at the above pictures. You will see houses with low roofs and tall buildings. These pictures describe different kinds of settlement. Do you know what a settlement is?

A settlement is a place where people live, work, interact with others and organize their activities. Settlements reflect people's activity with the environment. Settlements grow gradually and evolve over a long period of time and then change in their size, appearance and complex functions. When human beings left the nomadic way of life (moving from one place to the other) settlements started to begin.

Describing Features of Settlement

Area
How large the area of settlement is.

Site
Describes the actual land upon which a settlement is built.

Population
The size and type of people that live in a settlement.

Function
The function of a settlement relates to its economic and social development and refers to its main activities.

Situation
Describes where a settlement is located in relation to other surrounding features such as other settlements, rivers and communication.

Shape
Describes how the settlement is laid out.

The earliest known large settlements begun near river basins because there were:

- large rivers with flood plains.
- fertile soil from silt deposits brought by annual river flooding.
- permanent water supply from the river for farming, irrigation and domestic use.
- Warm sub-tropical climate with variable rainfall.

Activity

Now, you describe the place where you live in? You may need assistance of your community members to complete this activity.

Name the location	
Area	
Site	
Population	
Situation	
Shape	
Function	

Patterns of settlement

The settlement patterns are decided on the physical features of the land, the site and the way of life of the settlers' situations. Site will include the actual piece of ground on which the house will be built, availability of drinking water and good drainage. Situation is the communication and transportation facility and to secure environment.

Do You Know?

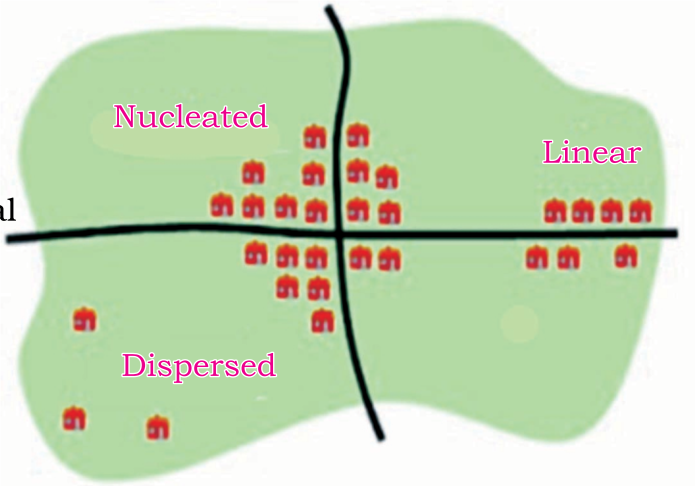
The world's earliest settlements were in Babylon of Mesopotamia, Harappa in India. A Yang of China and Luzor of Egypt.

The settlements can be grouped under three categories: the mining settlement, the fishing settlement and the industrial settlement. Following settlement patterns are usually observed in cities as well as in rural settings:

Dispersed - isolated houses scattered over a large area.

Linear - the houses are built along with a road canal or railway.

Nucleated- compact or nucleated settlements have population ranging from a hundred or less to several thousands. The nucleated or compact farm villages are to be found in the rural areas of nearly all Asian countries.



Activity

Look at the picture and compare it with the type of settlement you live in.

Teacher's Note

Name some countries in Asia that would have nucleated settlements. You can find this data on the internet. Google the following words: (settlement. patterns. Asian countries)

Factors affecting the Location of Settlement

We call the place where a settlement starts the site of settlement and settlement site are chosen because they have a lot of good reasons for locating a settlement there.

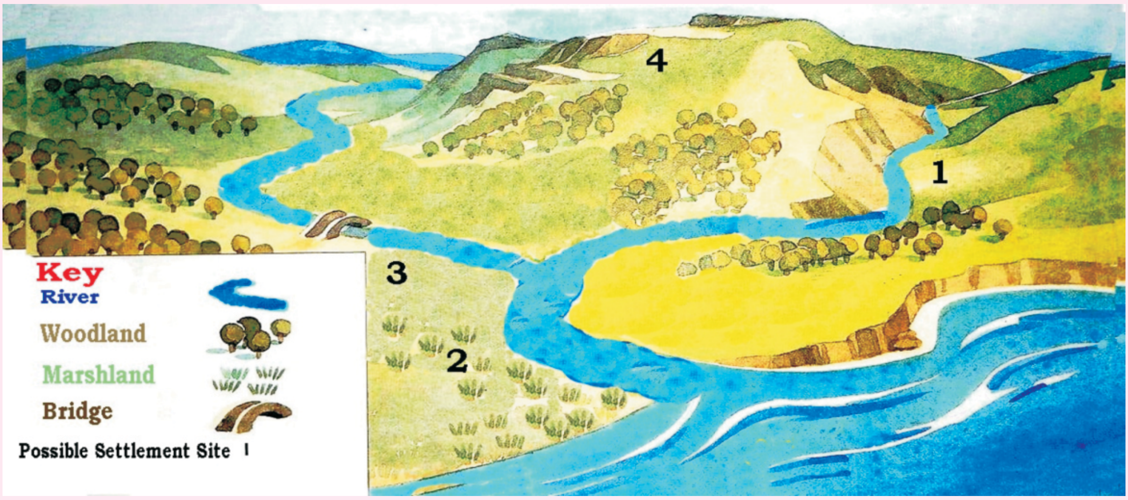
Flat land is a good for locating a settlement in a particular place.



Flat land is easier to build on and it is good for growing crops

Activity

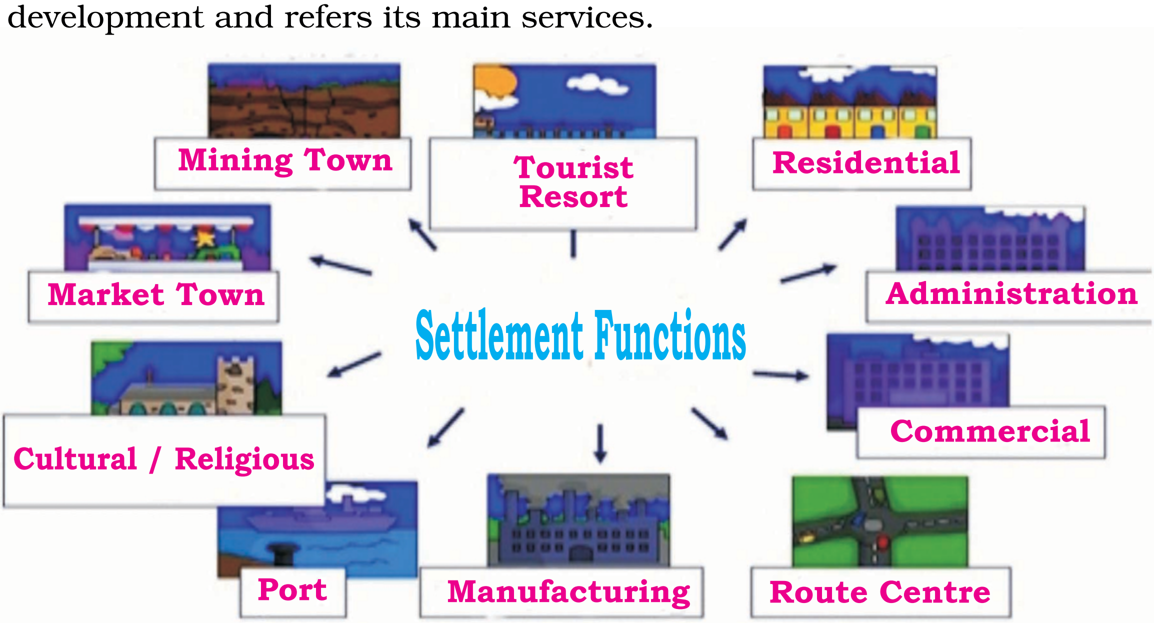
Identify the best location for a settlement on a site map. Reach on the consensus and present decision.



Settlement and Its Functions

A **settlement** is a place where people live. For a settlement to grow up, it had to have a particular use. This use is known as the settlement **function**. Different settlements have different functions, including industrial towns, holiday resorts, ports and market towns.

The functions of settlement relate to its economic and social development and refers its main services.



How early settlements sites were chosen?

The word 'site' means the place where a settlement– like a town or village - grew up. Early settlers chose a site if it had natural advantages such as:

- being near to a **water supply** to use for drinking, cooking and washing.
- having sources of **raw materials** such as wood, clay and tin.
- having **flat, fertile land** for growing crops and building houses.
- being in a place which was **easy to defend**.
- being **sheltered** from wind and rain.
- being **close to other settlements** to make it easy to trade goods.

Benefits and Problems of Urban Settlement

People generally move from villages and towns to a city to benefit from better living conditions. Yet, there are some problems that they face in this movement. The table shows the two sides of the urban settlement.

Benefits	Problems
Wider range of services	Crowded
More jobs	More pollution
Close to services and places of employment	More crime and destruction
Wider range of entertainments and attractions – leisure centers, cinemas, theatres, etc.	Traffic congestion
Less travel expense	Poor quality housing
Highly paid jobs	Litter and rubbish dumping
Wider choice of houses and flats to buy and rent.	Expensive to buy land

How does city living affect different groups of people?

The benefits and problems of living in an urban area can affect different groups of people in different ways.

Activity

Draw pictures below and think about the sorts of benefits and problems of urban settlement would have for these people.

Urban and Rural Settlements



Urban settlements are defined differently in different countries, but are generally taken to be settled areas that are more populated and dense than rural settlements, and more suitable for locating administrative facilities and functions.

A **rural settlement** is a community involved predominantly in primary activities such as farming, lumbering and mining. An **urban settlement** predominantly engages in secondary and tertiary activities such as food processing and banking etc. There is often correlation between functions, population sizes and population density.

Activity

The below short story is of Rawalpindi 50 years ago. After reading this story, you interview a senior person and write a similar story of your village, town, tehsil or city. Compare how the settlement has changed over the period.

Fifty years ago, there were perhaps a few dozen motor cars in Rawalpindi, and one more or less knew who the owner was. The President could be found outside the book store in Sadder in an evening, and you could walk up and shake his hand without being hassled by security guards. Most people travelled by bicycle, or the horse drawn Tonga, or public bus, which always left its stop on time. Inter city transport was again a bus or train, and Rawalpindi generally used to be declared the cleanest and best kept railway station in Pakistan. The railway's goods service would deliver your parcel to your home for a nominal fee.

There were no gas heaters and no TV, and all children spent an hour or two outdoors every day. Penicillin medicine had only recently appeared, and doctors were affordable and friendly while they sterilized their syringes. Water was piped in and was clean and safe. The most horrific crime was one involving knife fights. The sound of the muezzin(Imam of Masjid) was mellow and enthralling, especially when you returned home from several years of studies abroad in a foreign land, and there were no sectarian riots. Some 10 million refugees had earlier come into the country of 60 million people (East and West Pakistan combined) from India in one of the worst human disasters of history, and there were no cries for international help. Everything was managed by ourselves. Going to Muree was considered the height of sophistication, and young army officers were envied for their ability to see the whole of Pakistan. So much has changed over the last fifty years. What would Rawalpindi look like in 2030?

SUMMARY

In this chapter, you have learnt two concepts about people living and the sites where people live. You also learned about Asia as the biggest continent, large area and a high population. You were also introduced to the concepts of rural and urban settlements. You learned that the urban settlements are generally the result of people movement. You were explained that people move either voluntarily or at times they are moved forcibly. The forcibly moved people are called refugees, as they enter another country for shelter. Asia has the largest number of refugees in Pakistan and Iran followed by Turkey and Lebanon. You have been given practice in variety of learning skills such as map skills, inquiry projects, interviews and integration of Information Communication Technology (ICT) to find authentic information.

END OF CHAPTER EXERCISE

Check your knowledge and understanding

Answer the following Questions

I. Briefly explain the differences between voluntary and forced migration.
II. What is the difference between a forced migrant and a refugee?
III. Discuss in detail why refugees are forced to leave their homes?

Fill In the Blanks With Appropriate Words

1. ______ is the shift from rural to urban life.
   A. Globalization B. Urbanization
   C. Education D. Desertification

2. A single urban centre that leads all others in attracting people, resources and money is a ____________.
   A. Megalopolis B. Growth pole
   C. Primate City D. Shanty town

3. The population in Southeast Asia is concentrated in ____________.
   A. River valleys and coastal plains B. Mountains
   C. Plateaus D. Deserts

Use Your Inquiry/ Investigation Skills

Interview a person who migrated in one form or another (e.g. emigrated from another country, moved from another state, or moved from a rural area to an urban area). Develop a series of questions to gather background information on the subject as well as push/pull factors that motivated the person to move to another place. Produce a written report.

Using the Sindh map, find a city, two towns and three villages. Write the names of the settlements in the table below. What kinds of services each type of settlement provides. List your answers in the table:

Name of city	Services provided
Names of towns: 1) ________________ 2) ________________	**Services provided:**
Names of villages 1) ________________ 2) ________________	**Services provided:**

Unit 4

DEMAND AND SUPPLY

Introduction to the Unit

This unit comprises of two chapters which focus on demand and supply of goods and services. An understanding of economic terms and concept such as complementary goods, substitute goods, households, businesses, demand and supply schedules and curves will help you better understand the factors which influence demand and supply of goods and services. It will facilitate in describing the role that demand and supply play in decisions regarding production, consumption and distribution of goods and services.

CHAPTER :1 DEMAND—FOCUS ON THE CONSUMER

SLOs:

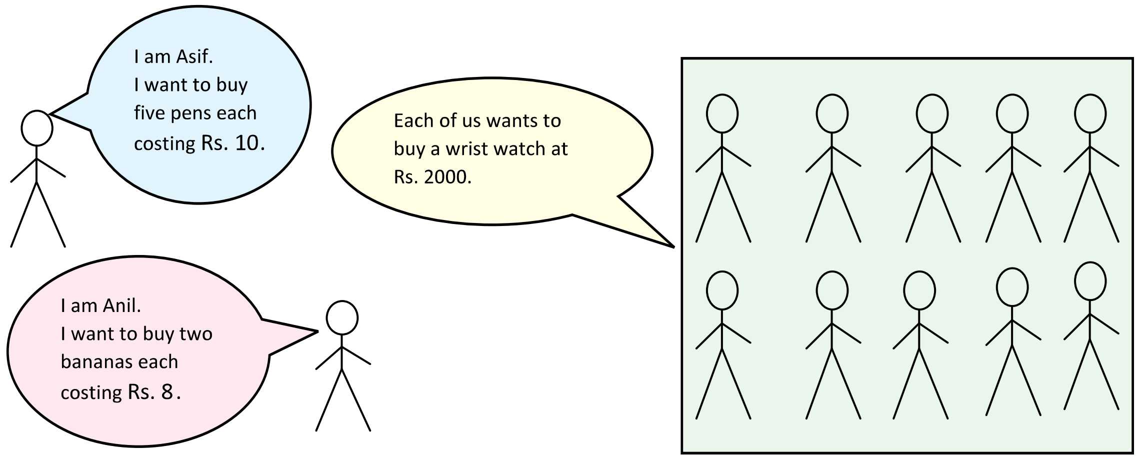
- Define with examples the terms consumer demand, individual demand, complementary, income and substitute goods.
- Interpret a line graph for demand.
- Construct a demand schedule for an individual from given data.
- Draw a demand curve for an individual using given data.
- Illustrate and explain how a consumer will react to a change in price resulting in a change in quantity demanded.
- Identify non-price factors that will affect demand (e.g. changes in taste and preferences, change in prices of complementary goods and services, changes in prices of substitute goods, changes because income increases/decreases).
- Illustrate and explain how consumers will react to a change in non-price factors affecting demand.
- Define the terms household, necessities, luxury goods and savings.
- Identify the impact of income on our demand for goods and services (e.g. necessities and luxury goods and the amount of savings).

Introduction

In this chapter, you will study about demand and some other terms and concepts related to it. Through different activities, tables and graphs, the interaction of various factors and their effect on demand will be discussed. Depending on these factors, the consumer's behavior will be explained.

Look at the following two pictures on the left. What do you see?

Now, look at the picture on the right. What is happening?



Demand

Demand is an economic principle that describes a consumer's desire and willingness to pay a price for a specific good or service.

Demand is comprised of three things:
- Desire
- Ability to pay
- Willingness to pay

Consumer Demand

The amount of goods and services **consumers** are willing to buy is known as Consumer demand.

Do You Know?

A household is a social unit comprised of people living together in the same house. For example: the people in a family that are living together in a house.

Two basic types of demand

There are two basic types of demand i.e individual and market.

Individual demand

The individual demand is the demand of one individual or firm. It represents the quantity of a good that a single consumer would buy at a specific price and at a specific point in time. Individual demand can be represented by the point of view of one person, a single family or a single household.

Market Demand

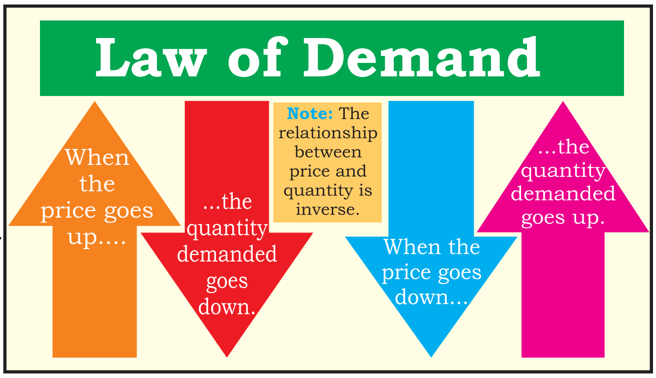
Market demand provides the total quantity demanded by all consumers. In other words, it represents the aggregate of all individual

demands. It could be the total demand for **all** of the brands that represent a given product or service, such as all phones or all watches etc. It could also be the demand for **one** particular brand of product or service, such as the iPhone or a Citizen watch.

Market demand is an important economic marker because it tells about a consumer's willingness to buy certain products. If market demand is low, it indicates to a company that they should stop a product or service, or change it so that it is more appealing to consumers.

The Law of Demand

In simple words, the higher the price, the lower the demand and the lower the price, the higher the demand. This brings us to an important law in economics known as the Law of Demand. It states that: Holding all other factors constant, an increase in the price of a good or service will decrease demand, and vice versa. We may also say that quantity demanded is inversely proportional to price.



Assumptions under Which Law of Demand Is Valid

When we say 'holding all other factors constant', it means that this law will be applicable only if the following conditions are fulfilled:

1. No change in price of related commodities.
2. No change in income of the consumer.
3. No change in taste and preferences, customs, habit and fashion of the consumer.
4. No change in size of population.
5. No expectation regarding future change in price.

> **Do you know?**
> Ceteris paribus is the commonly used Latin phrase meaning 'all other things remaining constant'. When using ceteris paribus in economics, it is often safe to assume that all other variables, except those under immediate consideration, are constant.

Demand Schedule

Demand Schedule is a tabular representation of various combinations of price and quantity demanded by a consumer during a particular period of time. An imaginary demand schedule is given below:

Price/ Kg (in Rs.)	Quantity demanded (in kg)
10	10
8	20
6	30
4	40
2	50

We have learnt that demand and price have an inverse relationship. It can be represented through tables and graphs (curves). Let us have a look at them.

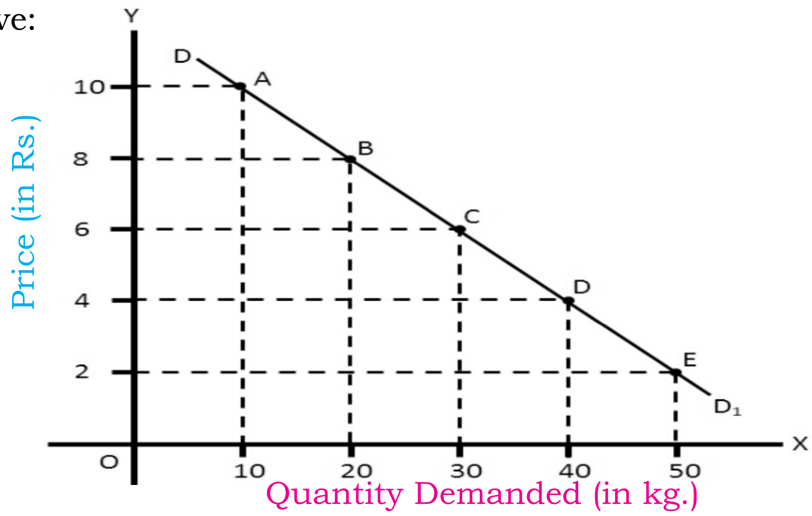
Demand Curve

A demand curve is the graphical representation of demand schedule. In other words, it is a graphical representation of the quantities of a commodity which will be demanded by the consumer at various prices in a particular period of time, other things remaining the same. The price is always measured on the vertical axis (Y-axis) and the quantity is always measured on the horizontal axis (X-axis).

How to Create a Graph?

1. Create a table (or schedule) by writing the given data in columns. Data for a line graph is usually contained in a two-column table corresponding to the x-axis and y-axis.
2. Draw the x- and y-axes on the page.
3. Label each axis.
4. Choose a scale.
5. Plot the various combinations of data on your graph.
6. Label each point.
7. Join the points to get a line/curve.

We can show, the above demand schedule through the following demand curve:



In the figure on previous page, the price is measured along with the Y-axis and quantity demanded is measured along with the X-axis. By plotting various combinations of price and quantity demanded, we get a demand curve ***DD1*** derived from points ***A, B, C, D* and *E***. This is a **downward sloping curve** showing **inverse** relationship between price and quantity demanded.

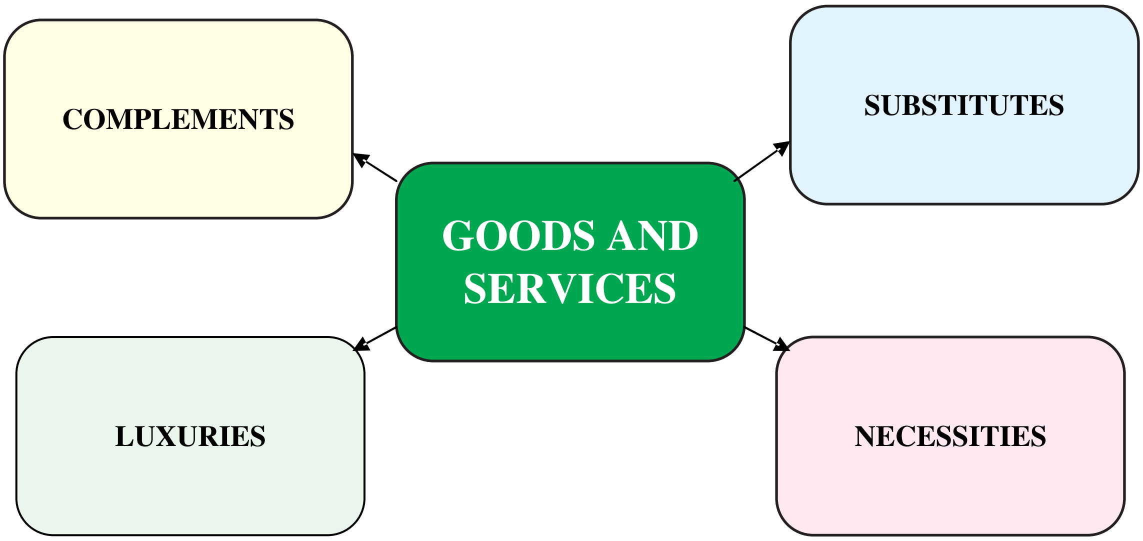
Activity

Use the information about price and quantity demanded given in the following paragraph to create a demand schedule. Then, draw a demand curve for an individual using the given data.

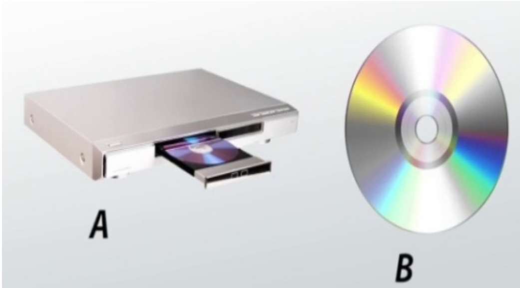
At a price of Rs. 7, Ahmed buys only one packet of biscuits but,when the price is Rs. 6, he buys two packets. At Rs. 5, he buys four packets of biscuits. At Rs.4, he buys 7 packets. As price falls from Rs. 4 to Rs. 3, Rs. 2, and then to Rs. 1, Ahmed buys 11, 16 and 23 packets of biscuits respectively.

Different Types Of Goods And Services

Goods and services could be classified into different categories. These are:



Complementary Goods



Let us suppose, in an economy, tea and sugar both cost Rs. 120 per kg. Due to high price, people consume less tea. Then one day, suppose the price of tea decreases to Rs. 60 per kg. So, people now rush to buy tea. But, sugar is also required to make tea. So, they will also purchase more sugar, though the price of sugar has not changed.

In the above example, you can see that the change in price of tea also affected the demand for sugar. Hence, these two will be called Complementary goods.



Therefore, we may say that **Complementary goods** are two (or more) goods which are consumed together. As the price of one goes down, the demand for both the goods increases. Similarly, rise in the price of one, would result in the fall in the demand for both the goods. Basically, this means that the demand for one drives the demand for its complement. When the price of a good rises, the demand for its complement will fall, because consumers don't want to use the complement **alone**. For example: if the price of ink-cartridges is lower, the demand for printers will also rise and vice versa.

Some other examples of Complementary goods are:



- Automobile and fuel
- Automobile and tyres
- Ball pen and refill
- Set of construction material (bricks, cement, steel)
- Mobile phone and cellular service provider
- Shoes and shoe polish

Activity

Think of some more examples of Complementary goods. Write down at least three more pairs and share them with your friends.

Substitute Goods



The price of butter has increased. So, Mrs. Nadir buys margarine instead of butter, because it is similar to butter yet, it costs less. In other words, she substitutes margarine for butter because the price of margarine is less than butter.



The goods that can be used by consumers as an alternative choice are called **Substitute goods**. In other words, Substitute goods are two goods that could be used for the same purpose. If the price of one good goes up, the sales of the other rise, and vice versa. For example, if the price of inkjet printers falls, the demand for laser printers will fall, as they are a substitute for the inkjet ones. In this case, consumers will replace one good with the other. Classic examples of substitute goods include margarine and butter, or tea and coffee.

> **Activity**
> Think of some more examples of Substitute goods. Write down at least three more pairs and share them with your friend.

Necessities and Luxury Goods

Necessities are the goods or services that are required by people. These are our basic needs required for life. This would include the needs for food, clothing, shelter, health care etc. In economics, a **luxury** good is a good for which demand increases more than proportionally as income rises, and is a contrast to a "necessity good", for which demand increases proportionally less than income. For example: gold ornaments, expensive branded watches, luxury cars etc.

> **Remember!**
> **'Needs'** are the natural requirements which are necessary for maintaining life, such as the need for air, water, food, clothing, shelter and sleep.
> **'Wants'** are the desires that are not essential for life but they make life just a little more enjoyable.





Non-Price Factors Affecting Demand

> **Remember!**
> **Income** is the money received, on a regular basis for work. For example, the money, a person who works at a factory gets paid at the end of each month is income.

Price is not the only factor in determining the demand for a particular product. There are several factors that influence individual and market demand. Individual demand is influenced by an individual's age, gender, income, habits, expectations and the prices of competing goods in the market place. Market demand is influenced by the same factors, but on a broader scale—the taste, habits and expectations of a community and so on. Let us discuss these factors in detail:

(i) Change in Population: If the population of a country increases due to any reason, the demand for various kinds of goods will increase even if the prices remain the same. For example: if in a country, the percentage of children increases, there will be greater demand for toys, children food, etc. Similarly, if the percentage of aged people increases, the demand for walking sticks, artificial teeth, wheel chairs, etc, will increase.



(ii) Change in Tastes and Preferences: Demand for a commodity may change due to changes in tastes and preferences. For example, we see an increase in the demand for fast food and pizza because people have developed a taste for it thus, they prefer fast food.

(iii) Change in Income: The demand for goods and services is also affected by change in income of the consumers. If the consumers' income increases, they will demand more goods or services even at a higher price. On the other hand, they will demand less quantity of goods or services even at lower price if there is a decrease in their income. Moreover, when income increases, people begin to spend money on those goods which were previously regarded by them as **luxuries** or semi-luxuries. For example: a person's income has increased from Rs.10, 000 to Rs.20, 000 per month. His consumption of wheat will go down, because he now spends more money



on foods which were earlier considered as luxuries, such as cake, fish, dairy products, fruits, etc.

(iv) Change in the Price of Substitutes: If the price of a particular commodity rises, people may stop further purchase of that commodity and spend money on its substitute which is available at a lower price. Thus, we find a change in demand can also be brought by a change in the price of the substitute.

(v) Climate and Weather Conditions: The climate and weather conditions have an important bearing on the demand of a commodity. For instance, the consumer's demand for woolen clothes increases in winter and decreases in summer.

(vi) Goods having Prestige Value: Few goods like diamonds can be purchased only by rich people. The prices of these goods are so high that they are beyond the capacity of common people. The higher the price of the diamond, the higher the prestige value of it. In this case, a consumer will buy a few of the diamonds at a low price because with the fall in price, its prestige value goes down. On the other hand, when price of diamonds increases, the prestige value goes up and therefore, the quantity demanded will increase.



(vii) Price Expectation: When the consumers expect that the price of a commodity is going to fall in the near future, they do not buy more even if the price is lower. On the other hand, when they expect a future rise in price of a commodity, they will buy more even if the price is higher. Both of these conditions are against the law of demand.

(viii) Fear of Shortage: When people feel that a commodity is going to be scarce in the near future, they buy more of it even if there is a current rise in price. For example: If the people feel that there will be shortage of LPG gas in the near future, they will buy more of it, even if the price is high.

(ix) Change in Fashion: The law of demand is not applicable when the goods are considered to be out of fashion. If the commodity goes out of fashion, people do not buy more even if the price falls. For example: People do not purchase old fashioned shirts and pants nowadays, even though they've become cheap. On the other hand, people buy fashionable goods which cost more to buy.

Savings

Savings consist of the amount left over when the cost of a person's consumer expenditure is subtracted from the amount of income he/she earns in a given period of time. Savings could be positive meaning that there is some money left after a person's expenses have been subtracted from his/her income. But sometimes there is no money left for savings.

$$Y = C + S$$

[Income = Consumption + Saving]

$$100 = 80 + 20$$

If a family has surplus income, they will choose between how much to spend or save. The saving and spending depends on the factors which include the needs, wants, taste and values. Different people will choose different combinations of spending and saving. Rich people often spend their money to buy big houses, luxury cars and to travel abroad. On the other hand, people who belong to the middle class save their money for their children's education or to buy a house.

SUMMARY

In this chapter, you learned that Demand describes a consumer's desire and willingness to pay a price for a specific good or service. Moreover, quantity demanded is inversely proportional to price. A table representing various combinations of price and quantity demanded is known as a Demand Schedule and the graphical representation of this demand schedule is called a Demand Curve. Goods and services could be of different types—Complementary goods, Substitute goods, Luxury goods and Necessities. Changes in price of a good affects the demand for another good depending upon whether the other good is a complement or a substitute of the good whose price has changed. Some non-price factors such as tastes and preferences, income, price of substitutes, climate, weather and fashion etc, may also influence demand. Savings consist of the amount left over when the cost of a person's consumer expenditure is subtracted from the amount of income he/she earns in a given period of time. Different people will choose different combinations of spending and saving.

END OF CHAPTER EXERCISE

Check Your Knowledge And Understanding

Fill in the blanks

i. When the price goes up, the quantity demanded goes__________ .

ii. Two basic types of demand are _____________ and _________________.

iii. The graphical representation of demand schedule is known as a ____________.

Make a table

Draw a three-column table. Write down a list of goods or services in column A. Beside each good or service, write down its Complementary good in column B and its Substitute in Column C.

Goods / Services	Complementary	Substitute

Answer The Following Questions

I. Define the term 'Consumer Demand'. Give three examples.

II. Define with examples the term 'Income'.

III. Define the term 'Complementary goods'? When the price of a good falls, what happens to the demand for its Complement?

IV. Define the term 'Substitute goods'? When the price of a good rises, what happens to the demand for its Substitute?

V. Identify any five non-price factors that affect demand.

Find Out More

Ask five children that how they would spend their pocket money if the price of their favourite food (or drink) which they buy every day suddenly increased? Ask them to tell you that what they would do if the price of the item of their choice suddenly goes down. Then, write a small paragraph to describe their reactions to a change in price.

Cooperate With Others

In small groups, role-play the situations of change in non-price factors affecting demand and then answer the following questions:

(i) While shopping for her monthly groceries, Mrs. Nadir notices that the price of coffee has gone down. So, she decides to buy two bottles of coffee instead of two packets of tea which she normally buys. Why did Mrs. Nadir do this?

(ii) Asad while buying a certain brand of powdered milk (which his baby drinks) is informed by the shop keeper that there is an expected shortage of this milk powder in the near future. Asad gets a little worried as the milk is not cheap. What will he do? Will his quantity demanded increase, remain the same or decrease? Why?

(iii) There is a sudden increase in the demand for butter although its price has not changed. Three different people are giving their reasons that why they are buying more butter? One student could become the reporter of a TV channel and ask each one about their reason to buy more butter. Can you come up with any other reason?

Teacher's Note: Encourage students to come up with different reasons for the role play situation number (iii), such as one person could say that since my income has increased, I can now afford to buy butter. Another person's reason could be that the price of margarine has increased so, butter which is a substitute of margarine has now become relatively cheaper. Still, another person's reason could be that the price of butter is expected to increase in the future, so he is buying more of it now.

CHAPTER :2 SUPPLY—FOCUS ON THE PRODUCER

SLOs:

- Define the terms producer, supply, incentive, revenue, profit.
- Interpret a line graph for supply.
- Interpret the given table (supply schedule) and graph (supply curve) to explain how changes in price affect the quantity supplied.
- Construct a supply curve for an individual producer from the data given in the supply schedule.
- Explain how a producer will react to changes in the price of a good or service they supply.
- Explain possible flow-on effects on producers (hiring more staff, using more resources, etc), households (more jobs, more income to spend) and firms (more raw materials) of changes in quantity supplied.

Introduction

In this chapter, you will read about supply and some other terms and concepts related to it. Through different activities, tables and graphs, the interaction of various factors and their effect on the quantity supplied will be discussed. Depending on these factors, the producer's behavior will be studied. Some flow-on effects of changes in quantity supplied on producers and consumers will also be explained.

Producer

A producer is someone who creates and supplies goods or services. Producers combine factors of production— also called factor inputs—to produce goods and services that are sold to consumers, governments or other firms. The goal of a producer is to get the maximum profit.

Goods and services get produced by using productive resources that economists call Factors of Production which include:

- Land
- Labour
- Capital

Businesses—called **"firms"**—are the main examples of producers and are usually what economists have in mind when talking about producers. However, **governments** are producers of some kinds of services — such as police services, defence, public schools, and mail delivery—and sometimes goods, such as when a government owns the oil fields etc.

> **Remember!**
>
> A **firm** is a single business or producer, for example, *Bata Shoes*. It may be a factory, or a chain of stores that sells food, clothes or shoes.

Revenue

Revenue is the amount of money that is brought into a company by its business activities. It is the amount of money that a company **actually** receives during a specific period. Revenue is calculated by multiplying the price at which goods or services are sold by the number of units or amount sold.

Revenue = Unit Price X Number of Units / Amount sold

When costs are subtracted from revenue, we can determine the net income of the producer or Profit. For example, producers pay wages to workers which include salaries, bonuses, and benefits such as health insurance. All these are the expenses (or costs) for the producer. Anything left over for the owner of the business after these costs are subtracted from the Revenue is called profit.

Profit

Profit is the reward gained by risk taking entrepreneurs when the revenue earned from selling a given amount of output exceeds the total costs of producing that output. This simple statement is often expressed as the ***profit identity***, which states that:

Total Profit = Total Revenue (TR) – Total Costs (TC)

In other words, a **profit** or **loss** is the difference between the revenue received from the sale of an output and the cost of the inputs used.

Incentive

An incentive is something that motivates or encourages an individual to perform an action. In **economics**,it is considered to be a payment or concession to stimulate greater output or investment. Examples of incentives include cash rewards, bonuses, income and profits. However, it is not all about money. Incentives can also include such things as peer recognition, fame, social status and power. In order to motivate his/her employees, to increase production and profits, a producer may offer certain incentives. Some employee incentives include:

Reward incentives such as gift certificates, service awards and monetary rewards.

Compensation incentives such as bonuses, salary increment etc.

Recognition incentives include giving an employee a certificate of achievement, rewarding the top employee of the month, thanking an employee for service or praising an employee's performance.

Appreciation incentives include company picnics and celebrating parties etc.

An event, object, action or item of value is an incentive, and it is intended to motivate employees to work hard. Employers (producers) generally use incentives to boost workplace morale, productivity and employee performance. As positive incentives encourage certain behaviors, similarly negative incentives i.e penalties and fines could discourage certain undesirable behaviors, for example: a penalty for late coming could be a deduction in salary which would prompt workers to come on time.

Activity

Have you ever been given a positive incentive (reward) to encourage a specific behaviour?

Teacher's Note: The teacher may ask his/ her students if they have ever received positive incentives for their good performance or for displaying good behaviour.

Activity

Have you ever been given a negative incentive (penalty) to discourage a specific behaviour?

Teacher's Note: The teacher may ask his/ her students if they have ever received negative incentives for preventing them from doing undesirable acts.

Activity

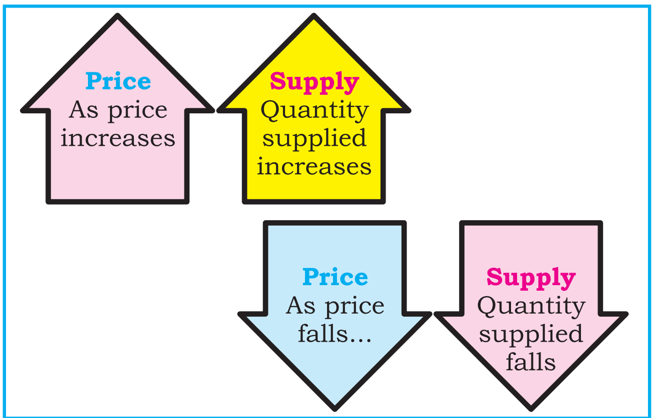
Ask the following questions from at least 5 of your classmates and record their answers in a table similar to the one given below.

What was the incentive?	Who gave you that incentive? (Your Mother, father, teacher?)	What was the behavior that person wanted to encourage?	Did the incentive work (Did it make you change your behaviour?)

Supply

Supply is a fundamental economic concept that describes the total amount of a specific good or service that is available to consumers. Supply can be the amount available at a specific price or the amount available across a range of prices if displayed on a graph. Supply of goods will rise if the price rises.

Law of Supply



In simple words, the higher the price, the higher the supply and the lower the price, the lower will be the supply. This brings us to an important law in economics known as the Law of Supply. It states that: Holding all other factors constant, an increase in the price of a good or service will

result in an increase in the quantity supplied, and a decrease in the price of a good or service will result in a decrease in the quantity supplied. We may also say that quantity supplied is directly proportional to price. Quantities respond in the same direction as price changes. (See figure on next page)

As the price of an item goes up, suppliers will try to maximize their profits by increasing the quantity offered for sale. Some of the examples around us are:

- When consumers start paying more for cupcakes than for donuts, bakeries will increase their output of cupcakes and reduce their output of donuts in order to increase their profits.
- When college students find out that computer engineering jobs pay more than English professor jobs, the supply of students with degrees in computer engineering will increase.

The law of supply summarizes the effect that price changes have on producer behavior. For example, a business will make more video game systems if the price of those systems increases. The opposite is true if the price of video game systems decreases. The company might supply 1,000,000 (10 lacs) systems if the price is Rs.2000 each, but if the price increases to Rs.3000, they might supply 1,500,000 (15 lacs) systems.

Assumptions under which Law of Supply is valid

When we say 'holding all other factors constant', it means that this law will be applicable only if the following conditions are fulfilled:

- There is no change in price of related goods.
- There is no change in factors of production.
- There is no change in technology.
- There is no change in government policy.
- There is no change in the seller's expectations about future prices.

Remember!

Ceteris paribus is the commonly used Latin phrase meaning 'all other things remaining constant'. When using ceteris paribus in economics, it is often safe to assume that all other variables, except those under immediate consideration, are held constant.

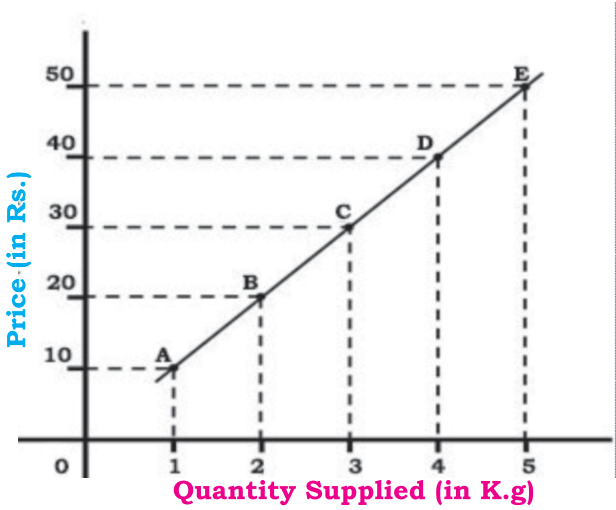
Supply Schedule

Like demand schedule, the tabulation of supply is called **supply schedule**, which can be either the Individual supply schedule (single seller) or market supply schedule (number of sellers). A supply schedule is a table which shows how much one or more firms will be willing to supply at particular prices under the existing circumstances.

The following supply schedule shows positive relationship between price and quantity supplied of a commodity. In the beginning, when the price is Rs.10 per kg, quantity supplied by the seller is 1kg. As the price increases from Rs.10 per kg to Rs.20 per kg, and then to Rs.30 per kg, the quantity supplied by the seller also increases from 1 kg. to 2 kg. And then, to 3 kg respectively. Further rise in price to Rs.40 and then to Rs.50 per kg results in increase in quantity supplied by the seller to 4 kg and then to 5 kg respectively.

Price (in Rs.)	Quantity supplied (in Kg)
10	1
20	2
30	3
40	4
50	5

Supply Curve: The supply curve is a graphical representation of the supply schedule. In other words, it represents the relationship between the price of a good or service and the quantity supplied for a given period of time through a graph. In a typical representation, the price will appear on the vertical axis (Y-axis), the quantity supplied on the horizontal axis (X-axis).



We can show the above supply schedule through the given supply curve.

In the given graph, price and quantity supplied are measured along the Y-axis and the X-axis respectively. By plotting various combinations of price and quantity supplied, we derived points *A*, *B*, *C*, *D*, *E*. Joining these points we find an upward sloping Supply curve. The positive slope of the supply curve establishes the law of supply and shows the direct or positive relationship between price and quantity supplied.

Activity

Using the data about price and quantity supplied of a good ABC given in the following supply schedule, construct a supply curve for an individual producer.

Price of Good ABC (in Rupees per kg)	Quantity Supplied of Good ABC
50	35
45	31
40	27
35	23
30	19
25	15

Flow on Effects of Changes in Quantity Supplied

For Producers/Firms:

If quantity supplied has to be increased, it may affect the producer's decisions in many ways. He/she may have to buy new machines in order to produce more output. Also, the producer will have to hire more staff/ workers because more goods are to be made. Similarly, more resources (e.g. raw materials) would be needed.

For Households:

The flow on effect of an increase in quantity supplied on households would be that more jobs will be available for them (as firms are hiring more workers) and as a result, they will have more income to spend.

Some Examples:

If in a factory, some old machines break down and the quantity supplied is decreased, some of the possible flow on effects could be:

- The producer may have to lay off some workers because they are no longer earning enough revenue to pay the workers. And also, there are fewer machines able to be used and fewer goods being made.
- Expansion plans may have to be put on hold until the machinery is up to standard.
- The business may have to be shut down if it fails to recover from the cost of repairing/replacing the old machines with new machines.
- The business might have to concentrate on the type of goods that are less affected by the broken machines.

In another example, we could observe some flow-on effects of a decrease in price of painting a house would be on use of resources.

If there is a decrease in price of painting a house

- There will be a decrease in quantity of houses being painted.
- With fewer houses being painted, a business' need for resources will be less e.g. it may not need as many workers to paint houses as before or it will not need to hire as many equipments like ladders, etc.
- The firm may transfer its resources to a relatively more profitable alternative service e.g. Transfer staff to provide gardening services instead of painting.

Other Factors Affecting Supply

There are some factors other than price, which can affect supply. These are:

1. **Costs of Production/Costs of Inputs:** Production costs are the costs of inputs into the production process. E.g. wages, raw materials, rent, electricity/energy etc. If production costs increase and the selling price remains the same, then profit margins will decrease. Still, the producer is willing and able to sell less at this price. An increase in the cost of production causes a decrease in supply. This is because the product becomes less profitable.

2. **Price of Related Goods:** Related goods refer to material from which inputs are derived to be used in the production of a finished good. A related good (or service) is one that can be produced using the same resources e.g. a Nan or chapatti, breads or buns, cakes or brownies.

   - An increase in the price of a related good will cause a decrease in supply of this good. An increase in the price of nans will cause a decrease in the supply of chapattis as chapattis have become relatively less profitable. An increase in the price of nans will cause an increase in the quantity supplied of nans as nans become relatively more profitable.

   - So,if you could be a personal trainer or a team coach, and the price of personal trainers went up, you would offer more personal training services and less coaching services.

3. **Productivity:** When there is an increase in productivity, workers will be able to produce more for the same cost. Therefore, supply will increase.

4. **Technology:** Advances in technology will increase the productivity of a firm. Improved technology often means the production process will be more efficient—making it more cost effective (minimizing costs) to produce the good or service and therefore more profitable to supply. A greater quantity is therefore supplied at each and every price. If technology wears out or breaks down, then supply will decrease.

5. **Sellers' Expectations:** Sellers' concern for future market conditions can directly affect supply. If the seller believes that the demand for his product will sharply increase in the foreseeable future, the firm owner may immediately increase production in anticipation of future price increases.

Activity

Can you name any other factor/ factors which affect supply?

SUMMARY

This chapter focused on the supply of goods and services. You studied about the definitions of different terms such as producer, supply, incentive, revenue, profit etc. Also, it was explained that the quantity supplied is directly proportional to price (Law of Supply). In other words, the higher the price, the higher the supply and the lower the price, the lower will be the supply. A table representing various combinations of price and quantity supplied is known as a Supply Schedule and the graphical representation of this supply schedule is called a Supply Curve. Some possible flow-on effects of changes in quantity supplied (on producers, households and firms) and some factors (other than price) which affect supply were also explained.

END OF CHAPTER EXERCISE

Check Your Knowledge and Understanding

Fill in the blanks

i. A person who creates economic value or produces goods and services is called a ____________.

ii. If there is a technological advancement in a good's production, its supply would be __________.

iii. A _________________________ represents the relationship between the price of a good or service and the quantity supplied for a given period of time through a graph.

Make a Table/Graph

The following table shows the Supply Schedule for DVDs:

Price of DVDs (in Rupees)	Quantity Supplied
250	17
200	13
150	9
100	5
50	1

Construct a supply curve for an individual producer from the data given in the above Supply Schedule.

Answer The Following Questions

I. Define the term 'Producer'. Give three examples.

II. Define with examples the term 'Incentive'.

III. Define the term 'Supply'. When the price of a good falls, what happens to its supply?

IV. Define the terms 'Revenue' and 'Profit'? Differentiate between the two.

V. Identify any three non-price factors that affect supply.

VI. Product price and quantity supplied are directly related (i.e., as the price of a commodity increases in the market, the amount supplied increases). This relationship is dependent on certain ceteris paribus (other things equal) conditions remaining constant. List any three conditions.

Find out More

Ask 5 children to explain how a producer of good X will react (and why) to changes in the price of the good he produces, i.e., if the price of good X suddenly increased or if it decreased? Write down their answers and share them with the class.

Unit 5

THE ORGANISATION OF PEOPLE IN ASIA

Introduction to the Unit

In this unit, you will study about the Asia and the people who live in this region. This region holds great importance due to its geographical features and population. Asia is Earth's largest and most populous continent, located in the Eastern and Northern Hemispheres. It contributes vast region and links with Europe (Eurasia) and Africa. The continent has long been home to the majority of the human population and source of many of the first civilizations. You will further explore different regions like South Asia etc. You will explore information regarding social, political and economic conditions of the five regions of Asia.

CHAPTER:1 ACQUISITION AND EXERCISE OF LEADERSHIP OF GROUPS

SLOs:

- Identify leaders in different groups and situations.
- Describe ways people can become leaders (e.g. through inheritance, election, appointment, use of force, volunteering).
- Explain how different styles of leadership affect members of groups.
- Suggest ways leaders seek to resolve differences within and between groups.

Introduction

In this chapter, you will study about leadership and the different styles of leaders they follow. You will explore that how leaders resolve conflicts and differences in different groups and situations. You will also be introduced with ways through which people become leaders.

Concept of Leadership in a Society

Human beings are social animals. They live together in groups. Naturally, people need to adopt different roles and accomplish different tasks. In order to give structure to society and help society to grow and develop, people are

Remember!
A group of people live together with a sense of being and belonging together is called Society.

naturally divided into leaders and followers. The leaders pave the way and move from one frontier to another. They direct others, while the followers complete the tasks assigned to them.

Society is a multi-phenomenal structure with a countless social forces, elements and factors. Society is not limited to a few defined goals. Hence, leadership in a society is a vast and often intangible phenomenon.

When people have faith in their leader, they feel that they are taken care of, be it economically, socially or politically. They are in a better frame of mind on the whole. Good leadership creates a happy society and a happy society can build a strong nation.



Definition of Leader

A leader is "a person who influences a group of people towards the achievement of a common goal."

Leadership

The word leadership can recall a variety of images. For instance,

- A political leadership, perusing passionate.
- An explorer, cutting a path through the jungle for the rest of his group to follow.
- An executive, developing company's strategy to beat the competition.



Leadership involves:

- Establishing a clear vision.
- Sharing that vision with followers.
- Providing the information, knowledge and method to realize that vision.
- Coordinating and balancing the conflicting interests of the followers.

Importance of Leadership



Leaders help others to do right things in right directions. They set directions, built an inspiring vision and create something new. Leadership is mapping out where followers need to go. Leaders set up the directions, they must also use persuasive skills to guide their people in the right destination, in a smooth and efficient way. In the absence of effective leadership, no organization can work efficiently.

Activity

Can you think of problems that can happen if a society has no any leader?

Think about the benefits of having a leader (monitor)in your class.

Teacher's Note

The teacher should engage students in a debate about the importance of leaders in our society.

Ways through which People can become Leader

People can become leaders by following ways:

Inheritance	An inherited leader is one who has some inherited quality to lead others. The leadership role is transferred from one generation to another within a family. It is one of the oldest ways of leadership. All the ancient dynasties were ruled through the kings. It is usually found in monarchies.
Force	A person who assumes the role of leader by using power (force) is called leadership by force. This way can better be explained by the phrase "**Might is Right".** The world has witnessed disastrous impacts of this way of acquiring leadership as it is followed by mass murder and destruction. It is usually found in dictatorship.

Appointment	An appointed leader is one who is hired for leading employees in a direction to accomplish the organizational objectives. In return, he is given a monthly salary along with other benefits under the rules of organization. It is usually found in banks or multi-national businesses etc.
Election	An elected leader is one who has been given a majority of votes by the people in the general election. He is elected on the basis of his commitments made for the betterment of people. It is usually found in democracy.
Volunteering	Another way of becoming leader is through volunteering. People volunteer their time and efforts for the betterment of their community without any expectation of financial benefits.

Different Styles of Leadership

Following are the most common style of leadership that leaders follow:

Autocratic leaders	The autocratic leaders make decisions alone without any input of others. They possess total authority and impose their will. They do not consult their followers or involve them in the decision-making process. No one challenges the decision of autocratic leader.
Democratic Leaders	Democratic leaders take an active role in the decision making process,but they involve others too. They allow and encourage their followers to share, express their ideas and take a more participative role in the decision making process. This is a very open and friendly style of running a team.
Laissez-faire Leaders	Laissez-faire leaders give authority to people who are allowed to work as they choose with minimal or no interference. They allow people to make decisions in their organizations.

Activity

- Indentify the leadership style of your class monitor?
- In which way, his/ her style is affecting your classmates?
- Through which way, he/ she has become you class representative? You can have an idea from the above given tables.

Ways Leaders Seek to Resolve Differences

There are some problems and differences within and between groups which live in Asian society. It is the responsibility of a leader to resolve the differences between individuals, small groups and organizations. Leader primarily uses following different ways to resolve the problems and differences:

Being calm and Showing Respect



Usually, conflicts engender strong emotions and even anger. In such a state, leaders can become rational or in a mood for compromise. In problem solving process, it is the responsibility of a leader to respect the point of view of others. In this way, leader can get confidence of the both parties and find any solution as well.

Applying rationality and becoming precise



Most conflicts arise due to misperception. Trying to clear the perception and being agreed on how things really are. In this regard, leaders need to seek evidences. While solving any problem, leaders must be precise, so they can understand the problem of the groups and draw any conclusion.

Think creatively and Apply authority or force



A leader must think creatively to resolve any problem. In this way, he/she can find out a better solution of the problem. When different ways are not working, and parties are not ready to resolve their problem peacefully, in this situation, a leader can apply his / her authority to resolve the problem peacefully.

Activity

Work together in groups and explore more ways of resolving conflicts and problems that a leaders should adopt to avoid differences within and between groups.

SUMMARY

In this chapter, you studied about leadership. A leader is one who influences followers for a common cause in their life. Moreover, you have also learnt regarding different styles and the ways through which leaders resolve conflicts and problems within and among groups.

END OF CHAPTER EXERCISE

Check Your Knowledge and Understanding

Fill in the blanks

i. A democratic leader is one who __________ the people in the decision making process.

ii. The autocratic leaders make decisions ________ without any _________ of others.

iii. The society is naturally divided into __________ and ____________.

Answer the following Questions

I. Describe the possible ways through which people can become leaders?

II. How different styles of leaders affect group members?

III. What leaders should do to avoid differences among and within groups?

Use Your Inquiry/Investigation Skills

Conduct an inquiry about the causes of conflicts and differences that exist in your neighborhood. Also, find out the possible solutions for those conflicts/ problems.

Sr. No	Conflict/ Problem	Possible Solutions

Cooperate with others

Work together in groups of 4-5 students and prepare a poster presentation about the importance of leadership in your society and present it before the class.

Teacher's Note

Encourage students to investigate about the various “styles of leadership” and "ways" that should be adopted by the leaders to avoid causes of differences among the groups.

CHAPTER : 2 RESPONSE OF ASIAN PEOPLE TOWARDS CHALLENGES AND CRISES

SLOs:

- Identify types of challenges individuals face in the selected Asian societies.
- Explain how groups and individuals can work together to deal with challenges.
- Identify crises that people face (e.g., social, technological, economic, political, cultural) in the selected Asian countries.
- Identify groups developed to help in different types of crises.

Introduction

Asia **is the** world's largest and most diverse continent. It occupies the eastern four-fifths of the giant Eurasian land mass. It is very famous for its diversity among its regions. In addition, the people of Asia have established the broadest variety of human adaptation found on any of the continents. Asia is basically divided in five major regions. These five regions include:

i. Southeast Asia ii. East Asia iii. Central Asia
iv. South Asia v. West Asia (Middle East)



Map of Asia: Region Wise source: www.google.com

Activity

Explore the countries that are in the Continent of Asia and share it with your classmates. You can take help from the map given above (on previous page):

Names of Countries in the Continent of Asia				
South East Asia	**South Asia**	**West Asia**	**Central Asia**	**Eest Asia**

Teacher's Note

Help and encourage students to use World Atlas in finding out the countries in the different regions of Asia.

Way of Life in Diverse Asian Society

In Grade VI, you have already studied about society. Now, you are introduced with the Asian societies. There are many ethnic groups throughout the Asian continent. These ethnic groups have adapted to mountains, deserts, grasslands and forests. On the coasts of Asia, the ethnic groups have adopted various methods of harvesting and transportation. Some groups are primarily hunter-gatherers, some practice transhuman (nomadic lifestyle) while, others have been agrarian (rural) for millennia and some are becoming industrial/urban societies. Some Asian countries are completely urban like Singapore and Hong Kong. The colonization in Asia was largely ended in the twentieth Century across the continent which resulted in the birth of many independent and sovereign states.

Challenges faced by Asian Societies

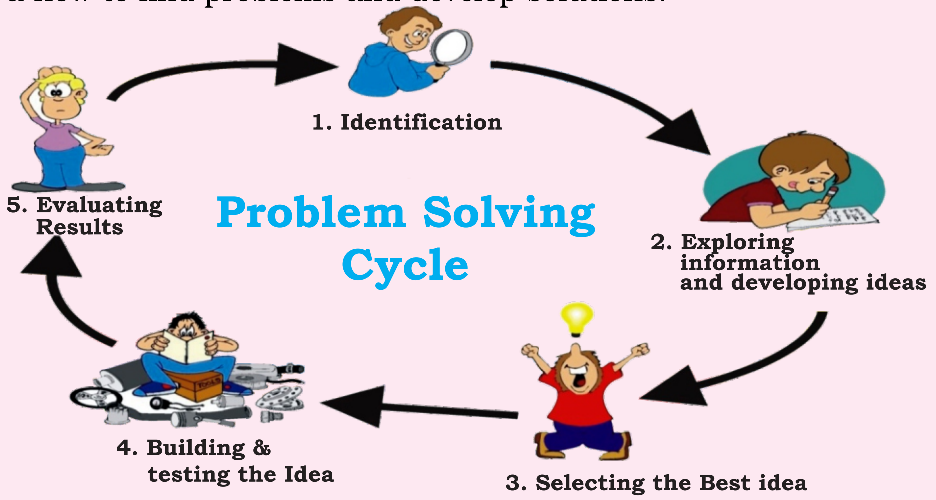
There is a huge diversity within Asia because there are many developed countries and developing countries in Asia. Developed countries have many resources i.e. human, capital, and financial resources and infrastructure etc, that provide massive boost to their economies. However, developing countries face several challenges such as population growth, food scarcity, gender inequality, religious intolerance, unemployment, lack of resources and governance issues etc.

In order to understand easily, we will broadly discuss about a few challenges faced by countries divided under the following regions:

Region	Challenges
South East Asia	In this region, people usually face major challenges that include deforestation, air pollution, water scarcity, increased urbanization, migration, unemployment, drugs, human trafficking etc.
South Asia	The South Asian countries encounter many challenges. Among them, few important one are discussed here. These are corruption, lack of education, unemployment, poor health care facilities, political instability and insurgency, poor governance, rapid population increase, caste system, religious intolerance, terrorism, and extremism etc.
West Asia	This region comprises of Middle East and North Africa which faces challenges such as water scarcity, food scarcity, democracy, religious fundamentalism, violation of human rights, unemployment, low productivity and sectarian conflicts etc.
Central Asia	Central Asia holds great importance among the all Asian regions because it connects Asia with Europe. The problems which are being faced by people of this region include poor health care facilities, democratization and human rights, trade, climate change, cultural survival, weak economic structure and ethnic conflicts etc.
North East Asia	Although, this region is considered as highly advanced region of Asia yet, these countries face challenges, which include stiff competition, system breakdown, aging problem, depression and weak family structure etc.

Activity

Look at the diagram given below. You see how people are sorting out problems. You should find problems that individuals face in your area and trace how people are attempting to sort out. The diagram given below will help you how to find problems and develop solutions.



Teacher's Note

The teacher should tell the students about the prevailing challenges in the area. In this regard, you can also engage students in a debate. Help students to find the best alternatives to resolve those problems through the process given in the activity box.

Crises in the Asian Societies

This segment deals with the crises faced by Asian societies. Here, some of the most important crises are discussed below:

Lack of Transparency and Accountability in Government



Corruption is deeply entrenched in many Asian countries and continues to erode public trust in democratic processes and in public institutions. Accountable governance institutions are essential to sustainable growth in Asia, particularly in countries experiencing rapid social and economic change.

Active and investigative role of media can make transparency and accountability possible. Therefore, media must be free from any biasness and pressure so that culprits can be brought behind the bars.

Persistent Poverty and Rising Income Inequality



Asian economies are struggling with slowing growth but for most of them, from China to the Philippines and from India to Fiji, the challenge is exacerbated by the need to close growing income gaps. In Asia, efforts to fight poverty have languished. Many people who once lived in absolute poverty no longer do so, but they are still living in relative poverty. Absolute poverty is lower, but income inequality is on the rise. People are getting richer but the rich-poor gap is getting bigger. The problem is significant because greater inequality means that all the economic growth has benefited a small minority than the vast majority.

Therefore, education may be a key area of focus. More access to education facilitates more active participation in the economy. More education leads to higher incomes.

Energy Crisis



Energy crisis is matter of serious concern in developing and under developing Asian Countries like Pakistan, India, Bangladesh, Afghanistan and Philippine etc. It has given a serious setback to the economies of Asian countries. It has badly disturbed the socio-economic fabric of Asian societies. It has added to the miseries of people.

Thus, consensus among leaders to build new dams can do much in this regard. A proper use of energy resources and modern technology can extirpate this crisis from the continent of Asia.

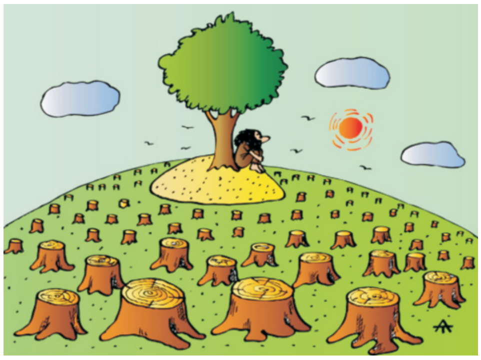
Gender-inequality



In most cases, women do not get what they deserve in Asian counties. Women hardly get equal wages to that of men in different parts of Asia. Women are not allowed to pursue the career of their choice. They face a number of challenges when they come out of house. Even in some countries like Afghanistan, Pakistan and India, the conservative people don't permit them to get education which is appalling. On some occasions, they are tortured and killed in the name of honour. In every society, women have a role to play as a nation builder. No society can become perfect where women are deprived of their rights.

There is need to build more educational institutions for women. It is rightly said that education is a real panacea to all socio-economic hurdles of the county. In the same way, adequate representation of women in the law making bodies can help to get rid of male dominating society.

Deforestation



It is one of the most important challenges faced by Asian Society. With the growth of population, the needs of the people increase like land, food etc. Therefore, people start to cut the trees and destroy forests for getting land and accommodating people. In this way today, many Asian countries experience environmental changes which affect life (unseasonal rain cause flood etc.).

It is the responsibility of every individual to take care of environment. The people should support government in planting trees and launching awareness campaign to stop deforestation through media and other sources.

Water Scarcity



People cannot survive without water. Water Scarcity is also among the most important challenges throughout the world including Asia. Access to clean drinking water has become an uphill task for the people. However, the position of Indonesia is the worst in our region. The statistics show that only 30% of city residents and 10% of village residents have access to clean water. Due to environmental pollution (global warming), glaciers are melting rapidly.

Thus, it is prior responsibility of people and governmental organizations to work together to save water by constructing dams and reservoirs. At the same time, people should make sure of proper use of water and launching of various campaigns to keep the rivers, seas and oceans clean.

Lack of Skill based Education and Training



The lack of skill based education and training is an important issue in Asian society. Countries are producing a huge quantity of graduates but they lack basic skills and practical training. Therefore, youth do not meet the basic requirements of labor market and are wandering here and there for seeking jobs.

In order to save Asian society from the menace of unemployment, educational and vocational training institutions will have to update their labs and bring changes in their teaching methodologies so that graduates of the institutions can meet the standard requirements of labor market and easily get jobs.



Non-Availability of Education to All

Non-availability of education to all is a common problem of Asian society. Women are denied from their right of

education for centuries. Although, they contribute more than 50% of population but their ratio in education is very low. There are multiple reasons behind this issue like so called cultural traditions, poverty, non-availability of girls' schools and female teachers, migration etc.

It is the responsibility of both Government and civil society organizations to work together and form policies so that girls also can get basic education like boys without any discrimination. In this way, both boys and girls can play an important role for the betterment of our society.

Activity

Work together in group of 4-5 students and identify the crisis in your area and school, and explore the groups who are tackling those crises.

Crisis	Groups Working to Tackle those crisis

Teacher's Note

The teacher should help students in finding out crisis and also tell them about the groups who are entrusted to tackle those crisis.

SUMMARY

It is no denying the fact that every society face problems including Asian society, but the nature of the problems vary from society to society. In Asian society, people face problem of availability of basic things like water, education etc. these problems can be solved by formulation and implementation of effective policies.

END OF CHAPTER EXERCISE

Check Your Knowledge and Understanding

Fill in the blanks

i. Women have a role to play as a ________________ in every society.
ii. Countries are producing a huge quantity of graduates but they lack basic skills and ______________.
iii. People cut the trees and destroy forests for getting________and ________ people

Answer the following Questions

I. Describe how groups and individuals can work together to deal with challenges in Asian countries.
II. Explore ways of putting an end to water scarcity and deforestation.
III. Suggest remedies to curb energy crisis in Sindh.

Use Your Inquiry/Investigation Skills

Search on the internet about the socio-economic, political , cultural and technological crisis in the five regions of Asia.

Cooperate with Others

Work together and divide regions of Asia among the groups of 5-6 students. The each group of students should work on the solutions of existing challenges and crisis in the each region of Asia. The each group should make a poster presentation on the assigned work and present before the class.

Teacher's Note

Encourage students to use internet and newspapers in finding out the information which is required in the activities and group work.

CHAPTER :3 ORGANISATION OF ASIAN SOCIETY: RIGHTS AND RESPONSIBILITIES

SLOs

- Identify the rights people have at different ages and in different groups.
- Describe processes that can be used to exercise rights within society.
- Examine factors (e.g., economic, cultural, age-related, status-related, religious) that shape people's responsibilities and the ways in which people meet these responsibilities.
- Identify a range of ideas about how the Asian society should be organized.
- Describe why individuals and groups (e.g., political parties, interest groups, and minority groups) in the selected Asian countries hold differing ideas about how society should be organized.
- Illustrate the consequences of people holding differing ideas about how society should be organized

Introduction

In this chapter, you will study about the rights and responsibilities of people. You will also study about the factors which shape the obligations in the society. Moreover, a range of ideas for organizing society are also discussed.

Rights and Responsibilities

In the Unit 2 of this book, you have already studied in detail about various rights and responsibilities of citizen they enjoy. These rights and freedoms belong to every person in the world, from birth until death. They apply regardless of Where are you from, What you believe or how you choose to live your life. The right to life and the right to freedom of speech etc, occupy great importance. These rights are exercised since the birth of a child. A child when reaches at compulsory age required for seeking education, he enjoys educational rights.

Remember!

Sindh became the first province to make a law providing free and compulsory education to all children between the ages of five and 16 years in February 2013.

Many international as well as local organizations are working for the cause of Human Rights such as UNO, ILO and UNICEF. They believe that all individuals should avail and enjoy their rights and perform responsibilities. According to international standard at the age of 18, an individual has right to participate in choosing a suitable political leader by casting his/her vote. All individuals have right to acquire quality education and work according to their choice for earning livelihood. It is important that people earn their living with fair means and work towards the betterment of country.



The consciousness regarding our rights and responsibilities enables us to become active citizen who aim to maintain peace and harmony with other fellow citizens and play a very constructive role in making a balanced society.

Activity

Classify and make a list of rights and responsibilities of Children, Adults and Senior Citizens in the given table:

Children Rights	**Responsibilities**
Adult Rights	**Responsibilities**
Senior Citizen Rights	**Responsibilities**

Factors Which Outlines People's Responsibilities



The factors that shape people's responsibilities and the ways in which people meet responsibilities include economic, cultural, age and status - related. Rights fundamentally are an aspect of empowerment and do not just benefit those who hold them. In their basic form, rights are meant to benefit everyone who holds them as well as "distributes" them. However, once your rights are taken away from you, you are no longer empowered and therefore do not get to enjoy the benefits. In this sense, rights function in an "all or nothing" manner.

Furthermore, having a right does not mean that you are entitled to all that is good. Rights are generally there to prevent negatives from occurring, which means that something "bad" needs to generally first happen, so that one is able to exercise ones right.



If we are not being treated in a dignified or humane manner, we must exercise our right. It is therefore clear that we need human rights because of human moral nature. It is within each human being's nature to want to be treated with dignity, which means leading dignified lives as human beings. Human rights will guarantee this dignity as "having a right to x" means that one's life will become ideally better in some form or other. It is in this manner, human rights work and function because they are a natural outcome of human moral nature and guarantee this moral nature.

Activity: (fill in the following table)

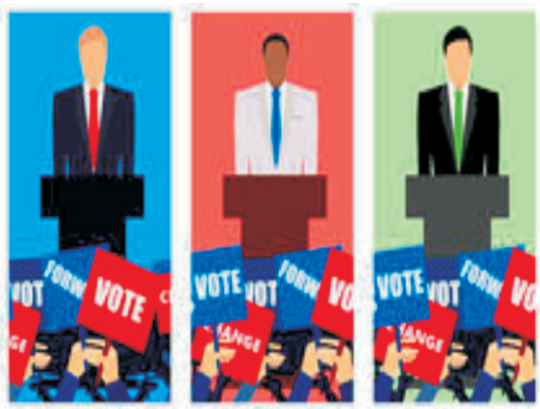
Conduct an interview of your principal, literate person of your area/ civil society member and ask them about given factors that shape responsibilities and how these responsibilities can be meet.

Factors	Responsibilities	Ways to Meet Responsibilities
Economic		
Cultural		
Age and status-related		
Religious		

Differing Ideas of Individuals And Groups About Society

Asian societies are organized by different groups of people having diverse backgrounds. Yet, all these people are interconnected with a common purpose to grow together in their respective society. Humans are the social beings and they live together with other humans. Humans organize themselves into different types of social groups like families, political parties, interest and minority groups etc. These groups have different purposes and ideas about the organization of society.

Political Parties



In Asia, political parties perform an important task in the societies. They indentify and articulate the interest of people and develop manifestoes accordingly. They influence people about the plans and policies of party. They bring people together to achieve control of the government, develop policies favorable to their interests or the groups that support them. They organize and persuade voters to elect their candidates to the office. Political parties want as many people involved as possible in the political campaigns, rallies and moments.

Interest Groups

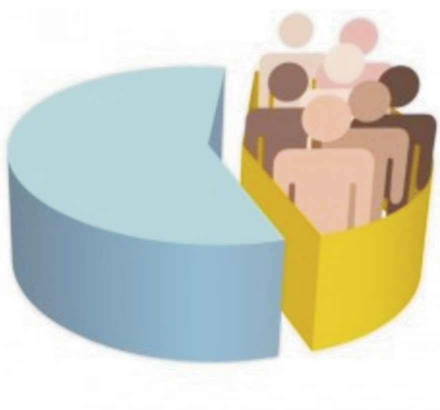
Interest groups hold much importance in Asian Societies. Influencing public policy is the just one purpose of an interest group in Asia. They remain close to policy makers. Interest groups help to educate the

general public, as well as policy makers on their issues. Interest groups exert pressure on the policy makers to formulate and implement policies as per vested interests. They also look for ways to fund their causes. They are able to fund their organization by actively recruiting new members. In this way, they mould the structural organization of society according to their vested interests. Interest groups also work within communities to help get individuals elected. They provide money for campaigns they support during elections.



Minority Groups

There are many types of minority groups throughout Asia. They can be minority on the basis of race, religion and ethnicity. Minorities generally have a sense of group identity (belonging together) and separateness (being isolated from others). They are also disadvantaged in some way when compared to the majority of the population of the country. As they are socially segregated from the dominant forces of a society, members of a minority group usually are cut off from a full involvement in the workings of the society and from an equal share in the society's rewards. Thus, the role of minority groups varies from society to society depending on the structure of the social system and the relative power of the minority group.



Throughout Asian history, minorities have performed diverse functions in the countries. They have played specialized roles as bankers, traders and craftsmen. More often, they have served as manual laborers.

Activity

While working in groups, indentify view points of the following groups in your area:

Groups	View Point
Political Parties	
Minority Groups	
Civil Society Organizations	
Interest Groups	

Consequences of Holding Different Ideas

There are many separate societies that emerged around the Asian continent. They differ markedly from each other. As well as, the more obvious cultural differences exist between people such as language, dress and traditions etc. There are also significant variations in the way Asian societies organize themselves in their shared conception of morality, and in the ways they interact with their environment.

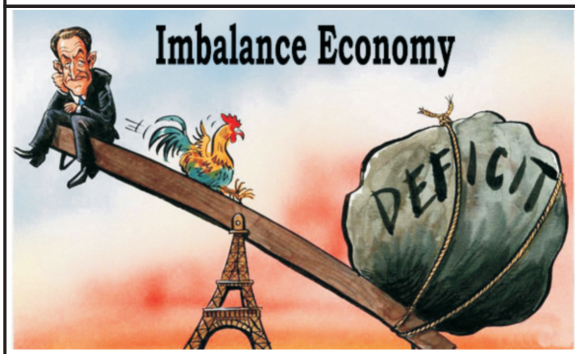
If individual and groups would different motives rather than collective motives towards society, the society would collapse. This situation will generate a number of socio-economic, religious and political problems in the society. Some of the problems are illustrated as under:



Corruption



Intolerance



Imbalance Economy



Child Labour

Activity

Explore problems of holding divergent views other than above problems.

Diverse Ideas/ Views	Consequences

SUMMARY

In this chapter, you studied about the rights and responsibilities of people at their different ages and the factors which shape those obligations in the society. Holding different ideas would create a number for problems and conflicts in the societies. Moreover, a range of ideas were also discussed about which a society should be organized.

END OF CHAPTER EXERCISE

Check Your Knowledge and Understanding

Fill in the blanks

i. According to international standard, an individual who is of __________age has right to cast his/ her vote in the elections.

ii. When a child reaches at the age of schooling then, he/she can exercise his/her right to _________________.

iii. A minority can be of race, religion and _____________ in any society.

iv. Political parties indentify and articulate the ___________________of people and develop manifestoes accordingly.

Answer the following Questions

I. What are the different rights and responsibilities of people at different ages?

II. How rights can be exercised within society?

III. Which factors shape people's responsibilities?

IV. Why individuals and groups in the some Asian countries hold differing ideas about the organization of society?

Use your inquiry/investigation skills

Compare and contrast any five rights that senior citizens and children have in Sindh.

Rights of Children	Rights of Senior Citizens

Cooperate with others

With the help of your classmates, teacher and family members, identify the following groups in your area or city:

	What they want in the society?	What problems they create in society?	How they should be organized in society?
Social groups			
Interest groups			
Political parties			
Minority groups			
Community groups			

Teacher's Note

The teacher should make groups of students and engage them in debate about of rights and responsibilities of people at different ages. When you teach about human rights, it is important to create a safe and positive classroom environment, which encourages participation and cooperation. The activities in these lessons are significant because they empower students to make rules about how they want to be treated by both teachers and their peers. By helping to create an environment where rights are respected, students will be encouraged to take part actively in advancing respect for the rights of others in the classroom and society.

Unit 6

SKILL DEVELOPMENT

Introduction to the Unit

In this unit, students will practice six major skills to learn History, Geography and Economics. Some skills are general like decision-making, collaboration and problem solving. Some skills are specific to history, geography and economics. In grade VI, you have already studied about the basic history and geography skills of primary and secondary sources and reading basic maps and directions respectively. In this unit, these skills are taken to another level.

CHAPTER :1 COLLABORATION SKILLS

SlOs:

- Collaborate with others to carry out group responsibilities so as to accomplish group goals.
- Use a variety of strategies to resolve group conflicts peacefully (clarification, negotiation, compromise).
- Make decisions that reflect fairness and equality in their interactions with group members and others.
- Negotiate constructively within groups and with others to build consensus and solve problems.

Collaborative skills

Collaborative skills are the specific ways in which students are expected to behave in order to achieve classroom norms. After norms have been developed, collaborative skills are assessed, prioritized and taught. In collaboration, each person,both teaches and learns. Mutual respect for the role of each individual is implied and demonstrated. A strong degree of reciprocity underlies each of these relationships and a joint goal helps to serve as a roadmap to collaborative work.

Activity: "Read the given scenarios"

Scenario 1

Dr. Ahmed creates an activity to encourage his students to question each other and to respond to their answers. His primary school students uses a simple mind-map to enter examples of animals living in the local area in groups, which after 20 minutes, he merges into one class mind-

map to present using the blackboard. The groups are asked to look for themes within the animals and to move them into groups. Some groups use species and size to categorise the animals. While, others use their habitat – each group rearrange the items on their own shared maps. The students, then take their maps and begin to annotate further by linking to details about the animals, tagging the resources in a shared online repository. By searching against these tags, one group finds a secondary school doing work about horses in agriculture and they use a web form to contact the older students asking for further information.

Scenario 2

While preparing for a history exam, five 16 year old students meet with their teacher to look at how their revision is going. They sit around an interactive table where each student logs on to access their own files on the school learning platform. Mrs. Sameer asks the students to first share what they have been looking at over the past few days. In turn the students bring up files, enlarge them so the group can see them, and talks through the resources they've been reading and the key points they've come across. Some students swap resources and share suggestions. Mrs. Sameer highlights some areas of study that none of the students have looked at, prompting Marvi to bring out her mobile phone to transfer some images onto the table. Marvi explains that she had started to look at this area on the bus this morning that she already had some useful links. The other students add the links to their own portfolios and start adding their own tags related to the subject. As the students share resources and the key points of their work, Mrs. Sameer asks questions that probe the students understanding before facilitating a student discussion where each shares any problems they have faced in order to get feedback and suggestions from the group. Finally, Mrs. Sameer takes the 'hot seat' and student's spend 10 minutes asking her questions about the topics,whilst tudents are accessing a range of resources to check her responses and to find further questions.

Task

a. In groups of four to six students, read through the scenario. Once you have read, place it in the appropriate column. The aim is for the whole group to agree where the scenario is placed. During the choice making, reflect on the reasons that the scenario is being put into a particular grid. Was the choice made due to the activity described, the technology used or the role of the teacher? Make a note of the main discussions that caused both agreement and disagreement within the group.

b. Look at the scenario placed in the 'not appropriate' column. Within the group, remind yourselves of the reasons that it was placed in this column. What would need to change for it to be moved into another column? Who has the ability to make these changes? Are they desirable? Annotate the scenario with responses to these questions.

c. As a group, review each scenario and discuss how it might look if it took place as part of your teaching practice. Make a note of the differences. This activity is important to change the scenario from a 'possible future story' to one that you would like to see happening in your classroom.

Appropriate	Inappropriate

d. Make a grid with 4 boxes, marked 'Resources' 'People' 'Practices' and 'Action'. For each scenario, using a coloured pen, write all of the barriers that need to be overcome for the scenario to become a reality in your practice. Theme your responses under the first three headings: what new resources are needed (reading materials, lesson resources, digital technologies)? What new roles need to be taken? What are the key changes to your practice?

Resources	People	Practice	Action

CHAPTER :2 PROBLEM SOLVING AND DECISION MAKING SKILLS

SLOs:

- Identify Issues.
- Describe key problems facing the region.
- Identify the causes of the selected problems.
- Identify the effects of the problem on individuals and society.
- Propose solution to the problems studied.
- Evaluate the advantage and disadvantages of the solutions to a problem.

Problem Solving Skills

Problem solving is a complex intellectual skill that is called for when an individual encounters a situation where ordinary reaction or familiar ways of doing things are ineffective or don't work, and a new approach seem warranted. Applying intelligence to solving problems has been given many labels: problem solving, reflective thinking, critical thinking, inquiry, scientific thinking, to list a few. In spite of the different labels, all imply an internal process involving a set of sequential steps beginning with the perception and definition of a problem, and ending with the development and testing of a possible situation.

Activity : "Problem Solving"

You have read a series of articles in the local newspaper focusing on poverty in your province. In the articles, the problem of poverty has already been identified, investigation of the symptoms of the problem has been done, aspects of the problem have been studied, problem has been defined and the scope of the problem is also be identified.

Task

a. Now, lead a discussion to explore the question, "What thoughts do you have about who is responsible for solving this problem?"(Anticipate government levels, community organizations, and the poor themselves among the answers.)

b. Develop statements of these hypotheses. (Example: The most effective solution to the problem of poverty is for the poor to help themselves.)

c. Divide the class into three separate subcommittees to study and explore different solutions to the problem of poverty within the community:

i. The first subcommittee can investigate what the poor can do themselves to improve their condition through education and retraining programs.

ii. The second subcommittee may investigate what volunteer groups (including religious organisation, Non Governmental Organisations (NGOs) and business-based organizations) can do through charity or improved employment opportunities.

iii. The third subcommittee may investigate existing government anti-poverty programs on the local, state, and national levels, and may research new proposals—including relevant civil rights legislations aimed at improving the effectiveness of the government's anti-poverty policies.

d. Reassemble the class and have each subcommittee report on the research statement which appear to be the most feasible and testable alternatives to solving the problem of poverty. Have a subcommittee reporter write these statements on the board as they are being presented and discussed. Have the class offer suggestions to each group regarding how they go about testing the hypotheses (source of data).

Extended Activity

As a sequel to this task, students may use some class time in gathering data, out in the community interviewing people related to their topic area, in class writing letters to request information etc. After the data gathering phase, evaluate the hypothetical solutions in light of the data. The subcommittees can then share with the class the alternative solutions that appear to be the most effective, stressing comparative consequences of the hypothetical alternatives. The entire project may involve a week or two of class time.

Decision-Making Skills

Decision-making is the act of choosing between two or more courses of action. In the wider process of problem-solving, decision-making involves choosing between possible solutions to a problem. Decisions can be made through either an intuitive or reasoned

process, or a combination of the two. Decision making can be hard. Almost any decision involves some conflicts or dissatisfaction. The difficult part is to pick one solution where the positive outcome can outweigh possible losses. Avoiding decisions often seems easier.

Activity: "Egg-Protection Cover Construction"

Task

1. In groups of 4-6 members each, create an egg protection cover.
2. Arrange as many low cost material as possible such as drinking straws, tape, string, paper, card board tubes, small bamboo sticks, masking tape, glue, etc which can be used for an egg construction cover.
3. While using any four resources you have collected, create the egg-protection case.
4. Remember, you must not let the egg break, but have to drop the egg from at least eight feet off the ground.
5. As a group, you have to decide upon the usage of minimum resources (only 4) for the design of the egg-protector case and roles of the group members.
6. Once everyone has finished the project (or they run out of time), have the groups gather together and put their constructed egg protectors to the test.
7. Lastly, discuss the following points:
    a. What was your decision?
    b. How did you arrive at your decision?
    c. What decision-making method did you use (consensus, voting etc.)?
    d. How was your decision influenced by your values? Attitudes? Prejudices?
    e. Who provided leadership in your group?
    f. How were disagreements and conflicts handled?
    g. How satisfied are you with your own level of participation in this exercise?
8. Prepare a chart presentation of the learning you had from this exercise and display on the class bulletin board.

CHAPTER :3 HISTORY SKILLS

SLOs:

- Identify issues and problems in the past and analyze the interests, values, perspectives and points of view of those involved in the situation.

History Skills

Historians study different types of events through time. Historians group these events into topics or themes. This makes it easier for people who are interested in history to identify historical changes and study the effect on people in the past and through time. History skills are based upon developing historical knowledge, understanding and requires the ability to ask relevant and increasingly probing questions in order to make informed and reasoned judgements to; identify and analyse similarities and differences between different periods of history.

Activity: "Site in a Bag"

Students to bring five to ten objects that tell about themselves. These should not be obvious (no names, addresses, or telephone numbers), but should give clues about personality and interests. Each student should bring these to school in a closed grocery bag. Bring a few extra bags for those who do not have any at home.

Task

1. Discuss with students the way a historian studies a site. The greatest amount of information can be determined from careful excavation. When a site is excavated, photograph or draw soil changes and artifacts as these are uncovered. After artifacts are removed from the ground, they are labeled with information that shows where they were found. These steps assure that a historian can tell the context of artifacts (where they are found, and how the artifacts related to each other).

2. Illustrate this point by holding up a pencil and asking what the class can tell about the person who owned it. Obviously, with one clue alone, very little can be said. Historians often feel equally helpless when asked to evaluate a single artifact that someone has found. Much, much more can be determined from a group of artifacts that are known to have been found together.

3. Pass out the bags, being sure that no one gets his/her own. Ask each student to write a list of conclusions that can be drawn about the owner based on the artifacts. Then, have each student show the objects in the bag, and list conclusions, without guessing whose they are. Let all students show the "artifacts", then asks students to guess the owners.

4. Lead a discussion about the exercise. Why were some bags easier to interpret than others? When drawing a conclusion about the people who used certain objects, does the number of artifacts make a difference? How does this activity relate to history?

5. Prepare a written report of no more than 1000 words on the process, conclusion and overall learning from this exercise.

SlOs:
- Identify different ways to capture images of the Earth from above.
- Compare the information that can be gathered from a map and an aerial photograph of a place in Asia.
- Compare two aerial photographs of rainforests at different time intervals to identify changed in covered area of the rainforests.

Aerial Photographs

Aerial photographs were the first type of remote sensing utilized by cartographers or map makers. By comparing photographs taken at different angles, cartographers can create accurate and detailed maps of different territories. The process of comparing different aerial photographs and determining accurate measurement is called photogrammetry. Maps created by using aerial photographs are called ortho-photo maps.



Activity

Take your cell phone or a camera and take photographs of your school from the land and roof. If mobile or camera is not available, pictures from old magazines and newspaper can also be taken.

Task

1. While working in pairs or groups, students to match aerial views to ground level images of the same locations.

2. Record the observations of the two views on the record sheet as aerial versus ground level photographs. Through this process, students will begin to understand the different types of information that can be drawn from aerial vs. ground level photographs.

3. Invite students to try and explain what the ground level images tell them that the aerial images/plan views don't and vice-versa.

Extended Activity

a. Your school may already have such an image, but a Google Map screen-grab would also work. Additionally, by using Google Maps, you will be able to alternate between map, terrain and satellite imagery of your school location. Following on from task 1, emphasise that a view from above can give you an overview of a particular area or place and this type of view can help you to locate one thing (feature, place) in relation to another.

b. Begin this activity without referring to the aerial image of your school to enable students to convert their understanding/imagining of this space into a plan. Towards the end of task (or sooner depending on how successfully students manage the task), display this image on the board and invite students to compare this picture with their own drawing. Discuss the similarities and differences.

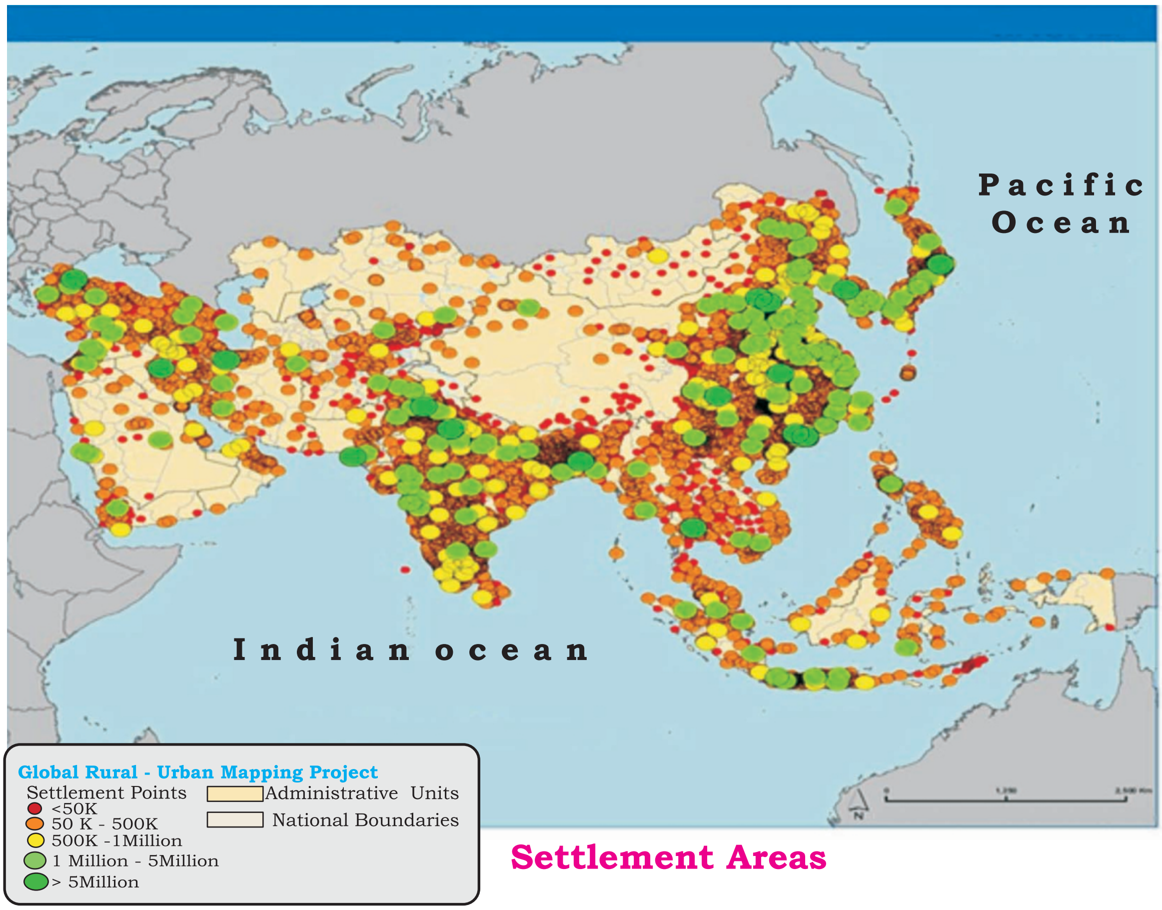
SlOs:

- Identify urban and rural settlements on maps.
- Use atlases to identify, compare and examine various features of a place.

In the geography unit of the book, you have already studied about rural and urban settlements. Let us explore it further through a map activity.

Activity

Look at the map of rural and urban settlements in Asia.



Settlement Areas

Task

1. Read the map carefully and complete a graffiti activity allowing students to show what they know or think about the city (urban areas) and the country (rural areas).

2. Place students into groups. Provide one or more group (s) with a large strip of banner paper with the word "city" on it. Provide the other group (s) with a large strip of banner paper with the word "Village" on it. Groups have 30-60 seconds to think, and then 2-3 minutes to individually write or draw to record their ideas about the word on the paper. Have groups switch papers and repeat brainstorming process. Students may add or modify misconceptions to the graffiti as the unit progresses and/or add new ideas and questions.

3. Draw a big Venn diagram on the board or use two hula hoops to record students' responses.

4. Once students have done it, ask the students to write the responses of the following questions on the given table:

    a. Identify the main rural and urban settlements from the given map.

    b. Translate information derived from the map into bar or pie graphs.

    c. Interpret the observation of settlements you have recorded.

    d. Determine reasons of varied settlements on the map.

    e. Determine country's population after study of map.

    f. Explain the cities located at the same latitude with differences in settlements.

CHAPTER :6 **INTERPRETATION OF DATA (eg. Application to demand and supply)**

SLOs:

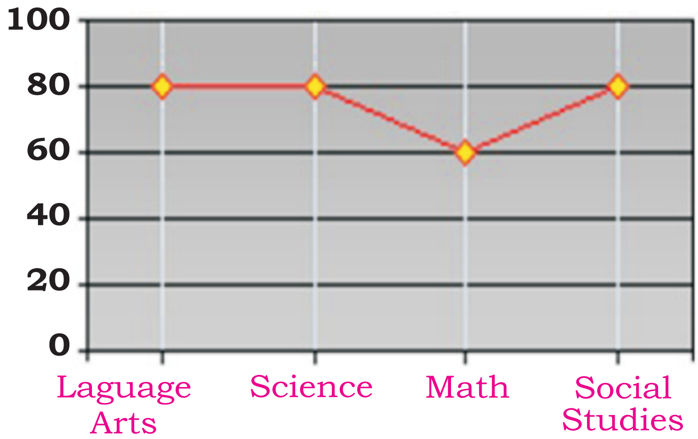
- Define the term tables and graphs and state what they are used for.
- Identify the important features of a graph.
- Name different types of graphs (e.g. pictograph, bar graphs, line graphs, and pie graphs).
- Read and interpret graphs to obtain information and answer questions.
- Describe relationships represented in a graph.
- Construct simple bar and line graphs to present information.

You have already studied about line graph, bar graph and pie graph in Class 6 Social Studies Textbook. Let us now take a step ahead. Let us do some exercises to revisit our knowledge, application and skill of using graphs.

Line Graph

Line graphs compare two variables. Each variable is plotted along an axis. A line graph has a vertical axis and a horizontal axis. So, for example, if you wanted to graph the height of a ball after you have thrown it, you could put time along the horizontal, or x-axis, and height along the vertical, or y-axis.

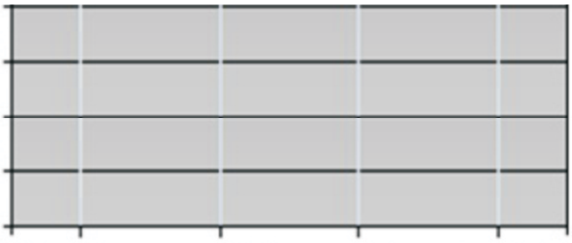
Test Score on Different Subjects



Activity "Constructing and Interpreting a Simple Line Graph"

Carefully read the given data.
Orders for biryani by a famous biryani outlet in Karachi.

2010- 150 plates per day
2011- 157 plates per day
2012- 120 plates per day
2013- 270 plates per day
2014- 526 plates per day
2015- 650 plates per day
2016- 480 plates per day



Task

1. On the blank graph form provided, each vertical line should represent one of the dates on the above table. Start with 2010 at the left and end with 2016 at the right. Put these dates at the bottom. The horizontal lines represent years of orders for Biryani. Use the first vertical line at the left to represent the number of plates for biryani. Each interval starting with zero at the bottom represents new orders for five plates of biryani. Put the appropriate number at each interval.

2. The next step is to place a dot on each date line at the point that corresponds to the number of orders for nuclear reactors in that year.

3. Connect the dots with a solid line, give the graph a title, and indicate the source of the data.

4. Summarize in a paragraph the information contained in the graph. What important facts should be noted?

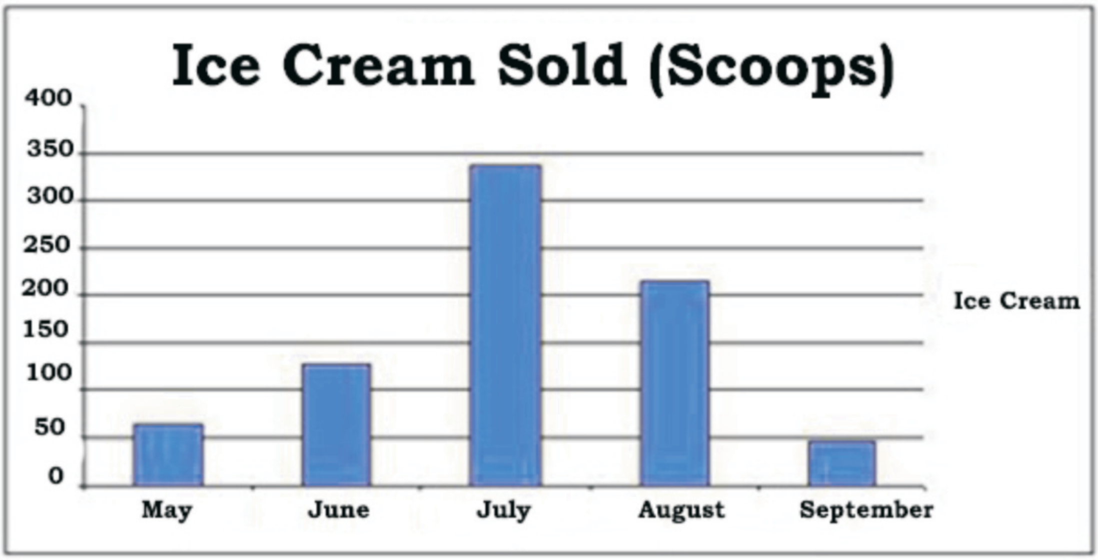
5. What significant conclusions are supported by this data?

6. What reasons might there be for the change of orders per year?

7. What might be some of the possible consequences of this development on the future demand for and supply of biryani?

Bar Graph

A bar chart or bar graph is a chart or graph that presents grouped data with rectangular bars with lengths proportional to the values that they represent. The bars can be plotted vertically or horizontally. A vertical bar chart is sometimes called a Line graph.



Activity : "Construction of a bar graph using the given data"

Task

1. Take a quick poll from students on what their favorite sport is.
2. Use tally marks and record results on the board.
3. Use the data from the board on favorite sports to make a bar graph.
4. Display a copy of the blank bar graph sheet for students to see.
5. Write in the sport names at the bottom.
6. Have students take turns shading one bar on the sheet to represent their favorite sport.
7. Point to the bottom of the graph and ask what label should be on it (sports).

8. Draw a line under the sport names for the label and write Sports.

9. Point to the left side of the graph and ask your students to label it.

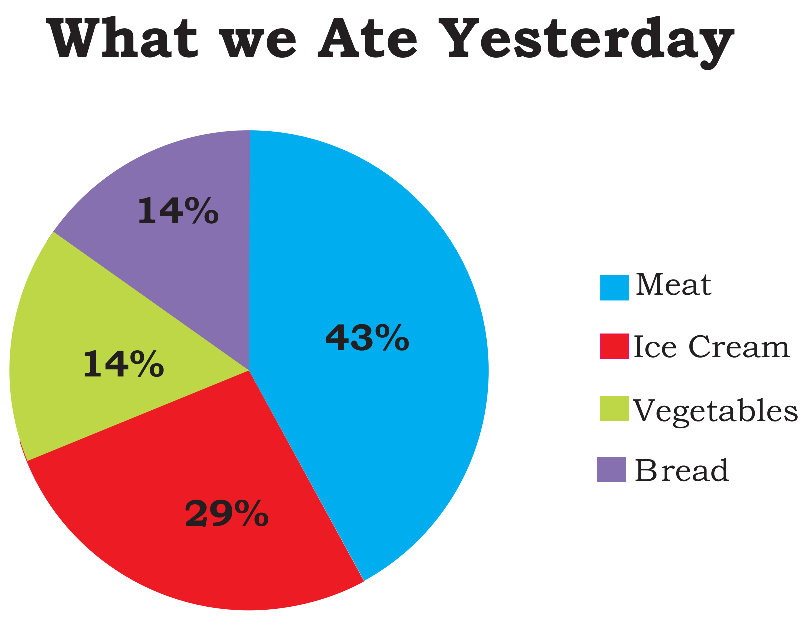
10. Write *Number of Students* on the left side of the graph.

11. Ask questions about the graph to check for understanding. For example: Which sport is most liked? How many people like cricket?

12. Have students complete the graph on their own.

Pie Graph

A pie chart (or a circle chart) is a circular statistical graphic which is divided into slices to illustrate numerical proportion. In a pie chart, the arc length of each slice (and consequently its central angle and area) is proportional to the quantity it represents.



Activity: "Using simple pie graphs to develop skill in graph interpretation"

Ms. Aleena took her students to a visit to a museum. Where, the students observed a variety of artefacts. The students showed greater interest in the artefacts of the Persian Empire. The orator shared the given list of artefacts with the students:

Total artefacts:	320
Cyrus Cylinder:	4
Fluted bowl:	127
Vessel terminating in the forepart of a lion:	69
Persian Sword:	11
Persian coin (Darius):	209

Task

1. Using the above data, create a pie graph of the ratio of artefacts found from the Persian civilization.
2. You may also give different colours to different artifacts.

Pictographs

Pictographs use symbols or pictures to represent data. It is a way of showing data using images. Each image stands for a certain number of things.

Days	Number of Red-Boxes Sold
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Task Take a Walk

Plan a hike or walk with your students outside the school. Before your trip, make predictions about what interesting things you might see and create a tally chart to organize the possibilities. Bring the tally chart along on your walk and have your students record what they see. After that, analyze the data together:

1. How many birds did you see?
2. How many dogs?
3. How many more squirrels did you see than people?
4. How many shops?
5. How many buildings?
6. How many professionals in the field?
7. Types of tress?
8. Types of vehicles used for transportation?
9. What did you see the most of?
10. The least?

Activity: "Creating a Pictograph "

Have your students' turn the tally chart information into a pictograph and share it with the rest of the class.

END OF UNIT EXERCISE

Check Your Knowledge And Understanding

Fill in the blanks

i. Taking photographs of the ground from an elevated position is called ________________.

ii. The skills in which the specific ways students are expected to behave in order to achieve class norms are called ________________.

iii. The process of making choices by identifying a decision, gathering information and assessing alternative resolutions is called ____________.

iv. The way of representing statistical data using symbolic figures to match the frequencies of different kinds of data is called _____________.

v. The two kinds of bar graph are _____________ and ______________.

Answer the following questions

i. Define the term ortho-photo map.

ii. What do you understand by collaborative skills? How do you think they are important for you as students?

iii. Why do you think decision making skills help to develop critical thinking among students? Write your answer.

iv. List the elements of a rural-urban settlement map. How do you think they are different from other maps?

v. What is the difference between line, bar and pie graph? Draw at least three graphs while using your class data.

Use Your Inquiry/Investigation Skills

In a small group of four, conduct an inquiry to find out the physical resources available in your school such as furniture, water cooler, rooms, sports equipment, utilities and other resources. Then,draw either a pie graph or pictograph. Share the readings with your class and paste the graph on your class soft board.

Cooperate With Others

Conduct a survey in your school and find at least three common problems which the students of your school are collectively facing. Prioritise the problems you came across and make an action committee of students and teachers to help to solve the problem. Use problem solving and decision making skills you learnt in this chapter to resolve the matter. Later, design a poster on the reasons and solutions of the problem and try to get it published in children's newspaper or your school newsletter.

Teacher's Note

Encourage application of the skills within students. The tasks that are given in the book will help you to do so. You may also create more exercises following the same pattern. Encourage students to go beyond the tasks and come up with real life examples on the skills shared.

CHAPTER:7 VIOLENCE

Introduction

In this chapter, you will learn about the violence. You will also learn how it affects persons mentally, physically and psychologically. Moreover, you will also study about the precautionary measures to be taken from violence.

What is Violence?

Violence is a form of behavior where a person (based on his status, position or strength) attempts to harm another person physically, psychologically and sexually. Violence is a severe violence of human rights either its intentional or unintentional. In our society, people usually consider violence as other's personal matter, but it is a very serious issue which not only affects an individual, but also a society as a whole. Following are few types of violence:

Physical Violence

It involves behaviors of a person who uses physical force or object intentionally in order to cause potential harm to another person. These behaviors may include incidences from slapping someone to severely injuring someone.



Activity

Work together in two groups. One group should write about the causes of pushing a student by another student while playing game. The other group should write about the reaction of victimized student.

Psychological Violence

It involves behaviors of a person which causes psychological damage to another person. It is usually expressed in the form of aggression, sarcasm, abusive language and can shatter an individual's self esteem and self confidence. This form of violence is most dangerous because it



keeps affected person in a great mental stress even if the attack was not permanent. In worst scenario, such violence affects mental capabilities which may render a person disable permanently.

Sexual Violence



It involves someone forcing or manipulating another person into unwanted sexual activity without his/her consent. This may include touching someone's body, forcing someone to come along with them etc.

Impacts of Violence

Violence has many physical and sentimental effects on victimized persons:

Physical Effects

- Felling guilty
- feeling of crime/self blame
- loss of self respect
- Feeling of depression
- feeling of fear & anxiety
- feeling of aggression

Mental Effects

- Feeling of self harm
- loss of sleep
- depression
- difficulty in studying and concentration at work
- difficulty in forming relationships
- Restlessness to live among people.

Ways to Prevent From Violence



People who are affected by violence often end up into feeling of shame and guilt though it's not their fault. Prevention from violence is possible, but for that one needs to recognize and understand those behaviors from which once can be protected. This involves understanding the difference between good touch and bad touch.

Good Touch



A good touch is a touch which makes oneself feel good and comfortable. For example, parent's caressing children, teachers giving pat on shoulders, friends shaking hands etc.

Bad Touch

A bad touch is a touch which makes oneself feel bad, unhappy and uncomfortable. For example:



When we are pushed by people during a fright.
Someone slaps us
Pinch or tickles us to an extent that makes us feel uncomfortable.
A bad touch affects us physically or it discomforts in any way.

Secrete Touch

When someone tried to touch our body parts in a way which makes us feel sad, uneasy and that person asks us to keep this situation as a secrete is called secrete touch.

How to prevent from Violence ?





A part from understanding the difference between a good touch and bad touch, it is also important to remember that if someone tries to touch you in a way that makes you feel uncomfortable, you should inform someone at your home. Do not take gifts, money or snacks from someone you are not familiar with. If you are outside your home and someone asks you to come along with him and tries to hold you forcefully and threatens you, then you need to shout, say NO loudly, call for help and run away from that place and tell about this incident to someone you trust the most. Always remember, protection from violence is every individual's right.

END OF CHAPTER EXERCISE

Check your knowledge and understanding

Answer the following questions:

i. Define violence and its types?
ii. How to prevent from violence?
iii. What are the effects of violence on a victimized person?

Identify Right and Wrong sentences:

i. It is possible to prevent from violence.
ii. A victimized person can never be blamed for it.
iii. To prevent from violence, it is imperative to create ability to say NO.

Fill in the blanks

i. Victimized person should tell about the incident to someone he/she____________the most.
ii. Protection from violence is every individual's___________.

Use your inquiry/ investigative skills

Inquire from your parents, elder brothers/ sisters and teachers about your safety and prevention from any type of loss/ damage. Share their guidance with your younger brothers/sisters and friends.

Teacher's Note

Tell your students that they must share their very problem related to school, friends or home work to their parents, elder brothers and sisters. In addition, they should also inform any elder in their home before leaving home, for duration and the place they are going to visit.